



GOOD WORKS

THE IMPACT OF THE HUMAN CORPS ON CALIFORNIA'S PUBLIC UNIVERSITIES



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Summary

In 1986, at the direction of the Legislature, the California State University and the University of California created "Human Corps" programs to encourage greater community service on the part of their students. The Legislature intended that students be required to participate in the Human Corps, but both universities raised serious concerns about compulsory service. As a result, in 1987 the Legislature directed the California Postsecondary Education Commission to evaluate the effects of the Human Corps as a voluntary program and by Spring 1994 recommend a compulsory program if the Commission concludes that the voluntary program has not increased student participation in community service substantially.

In this report, the Commission seeks to respond to the Legislature's directive. Its conclusions and recommendations appear in Part Three on pp. 51-56. Part One on pp. 1-28 traces the origins and development of the Human Corps in both universities, and Part Two on pp. 29-50 evaluates the impact of the program on students, their institutions, communities, and the State. On page 52, the Commission states its belief that the Legislature was not unreasonable in hoping that California's university students would devote an average of 30 hours a year -- or five minutes a day -- to community improvement. It reports that the Human Corps far exceeded this legislative goal, despite not being compulsory, because of the trend among students in recent years toward greater volunteer services. Because of this trend, so many students volunteered so many more hours than 30 a year that they more than made up the hours of the others. Thus on page 55 the Commission concludes that "the spirit of AB 1820 has been absorbed into the culture of California's two public universities even though the law did not require all students to participate," and "no new legislation is now needed comparable to AB 1820, although legislation to fund public service -- particularly by low-income students -- would clearly be useful." The Commission then observes (pp. 55-56)

While AB 1820 is no longer needed, given the cycles in American life between private interest versus community action, the interest of students in community action is likely to level off after the turn of the century and begin slipping to its next nadir about the year 2010. By then, the Legislature would be well advised to revisit the State's need for a Human Corps of university students and to try once again, as in 1986, to encourage the application of students' rationality to the conduct of life.

The Commission adopted this report on April 18, 1994, on recommendation of its Educational Policy and Programs Committee. Additional copies of the report may be obtained from the Commission at Suite 500, 1303 J Street, Sacramento, California 95814-2938, telephone (916) 445-7933.

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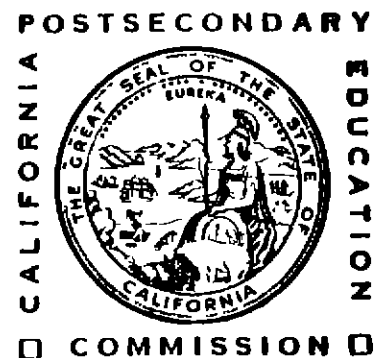
On the cover: A lapel pin used to recruit Human Corps volunteers on the Davis campus of the University of California.

GOOD WORKS

The Impact of the Human Corps on California's Public Universities

*An Evaluation for the Legislature
of the Effects of Assembly Bill 1820
(Chapter 1245, Statutes of 1987)*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





COMMISSION REPORT 94-2
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It is not learning, but the spirit of service
that will give a college place
in the public annals of the nation.

Woodrow Wilson
Princeton in the Nation's Service, 1896

A KNOWLEDGMENTS

The Commission gratefully acknowledges the assistance of these individuals to the Human Corps as well as to the Commission for this evaluation

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Implementing the Human Corps

BY 1986, John Vasconcellos -- chair of the Assembly Ways and Means Committee, former chair of the Assembly Subcommittee on Higher Education, and an influential member of the California Legislature on issues of education beyond the high school -- had concluded that students in California's public colleges and universities should form a "Human Corps" that would help solve California's social problems through public service

His reasons were several

- California was facing increased social pressures and challenges
- The State subsidized its public college and university students through low fees, and the privilege of public subsidy required that students exercise social responsibility
- Students should help those Californians who had not been privileged to receive such a subsidy

In September 1986, the Legislature agreed with him

**The Legislature's
first directive:
Supplemental
Language to the
1987 Budget Bill**

Vasconcellos won the support of his colleagues for Items 6440-001-001 and 6610-001-001 in the Supplemental Report of the Committee of the Conference on the Budget Bill for 1987 (ACR 158, Resolution Chapter 16), which stated

The Legislature recognizes that public service is crucial to a democratic society and is a keystone of the missions of the baccalaureate segments of higher education in California. The state has a tradition of providing access to higher education through low fees. This tradition enables Californians to build a strong economic base, enrich the lives of its citizens, and acknowledge the value of an educated society. The Legislature further recognizes that the privilege of public subsidy requires the exercise of social responsibility in an effort to bridge the gap between those who have benefited from the resources of the state and have something to share with others, and those who are disadvantaged.

The state faces enormous social pressures and problems whose solutions must include the human as well as financial resources

- By the year 2000, a majority of the state's population will include minority group members, yet in 1986, only 14 percent of enrollment in the UC and CSU includes underrepresented minority students
- There are an estimated 4.8 million functionally illiterate adults in California
- Pregnancy is the most common reason why teenaged girls leave school. Only 20 percent of teen mothers ever graduate from high school

- At least 100,000 Californians are homeless
- In the decade of the 1980s the state will experience a 20 percent increase in the number of children under two years old, creating an increased demand for child-care

In recognition of these issues, it is the intent of the Legislature that the Trustees of the California State University and the Regents of the University of California establish a "Human Corps" program within each segment. The purpose of the program is to promote the ethics of public service for students and address social problems within existing resources by enabling students to share their public benefit. Students would participate by acting as mentors to disadvantaged students or by participating in a community organization dedicated to public service addressing problems such as illiteracy, dropout prevention, environmental contamination, inadequate housing, and others. Each undergraduate student would be required to participate in the Human Corps.

It is further the intent of the Legislature that the University and State University establish a Human Corps Planning Group composed of students, faculty, student services administrators, and grass-roots community organizations to establish the Human Corps on each campus. The groups will determine (1) the training needs of student participants, (2) the criteria for student participation, including the terms of service, (3) the types of organizations students will assist, (4) the mechanism for establishing relationships with organizations which provide community services and need student assistants, and (5) the funding requirements of the University and State University. The University and State University shall report on the plan of their respective Task Force by February 1, 1987.

In Item 6420-001-001 of the supplemental language, the Legislature directed the California Postsecondary Education Commission to coordinate the efforts of the two systems in developing their plans and by March 15, 1987, transmit to the legislative fiscal committees the systems' reports on these plans along with information on similar programs of public service elsewhere in the nation.

Response of the universities

Even before the Legislature adopted the 1987 Budget on September 15, leaders of the California State University and the University of California began preparations to fulfill the Legislature's intent that they establish Human Corps Planning Groups, but they disagreed with the Legislature's expectation that "each undergraduate would be required to participate in the Human Corps" -- a provision that they succeeded in removing the following year. Significantly, the two systems took somewhat different approaches to planning and implementation. The State University proceeded in an academic direction, the University took a nonacademic student-services tack.

The California State University

At the California State University, plans for the Human Corps became enmeshed with the concept of *internships* -- defined by the State University as "supervised practical experience for students of at least one academic term's duration, usually but not necessarily associated with a course" (The California State University,

1987a, Attachment D, p 29) On some campuses of the system, the Human Corps program never moved beyond that orientation. As a result, although hundreds of their students devoted hundreds of hours each to community projects, they never counted these students as part of their Human Corps.

At least four factors contributed to that approach.

First, the State University enrolled many first-generation, low-income, and financially needy students who might "be unable to 'afford' the luxury of volunteering" except through paid service (The California State University, 1991, p 11).

Second, in 1986, it had adopted more rigorous admission requirements that were scheduled to apply to Fall 1988 admissions and that were of concern to the Legislature. Rather than ordering the system to delay imposing the new standards, at the suggestion of Assembly Member Vasconcellos the Legislature specified that the campuses establish "a system of CSU students for tutoring to increase academic preparation/enrollment in higher education institutions" at high schools with more than one-fourth minority enrollments. On August 20 -- in advance of the Legislature's adoption of that Supplemental Report Language -- the State University's Provost notified the 19 campus presidents that at the request of the Chancellor, the Trustees were making available \$500,000 of the State University's lottery funds to help support those additional services in 160 of the 447 schools with the highest percentage of minority students. He explained that \$3,000 was being assigned for each selected school, and he stated that "we recommend that most of the funds be used to pay students for their service" (Vandament, 1986, p 5).

Third, lottery funds had to be used for educationally related purposes. Thus the Provost reminded the presidents, "Since expenditure of lottery funds must be related to instruction, students' service should be related to knowledge derived from their classwork such as theories of organization, learning, and human growth and development. It is important to relate student assistant activities supported by lottery funds to instruction. Holding periodic seminars or special classes for the student assistants engaged in outreach is one way to do this" (op cit, pp 3, 4). Enrolling the students as interns preserved this relationship.

Fourth, the Human Corps fell into the same pattern of lottery support and student assistance as the high school assistance program. Clearly, paid internships were not the way to satisfy the Legislature's interest in universal student participation in community services -- unless money would be forthcoming to pay all needy students for their service -- but the only money then readily available to the State University for the new program came from the lottery. As a result

- ♦ Regarding the anticipated Human Corps language in the Supplemental Report, the Provost told the presidents, "Additional resources from lottery funds will be made available at a later date to support the development and expansion of *civic service internships* and service learning programs in organizations in addition to schools [italics added]. A task force is being formed and information will be provided to you at a later date."

- ♦ The Chancellor named the State University's Human Corps planning group the "Task Force on *Civic Service Internships*" [italics added], and designated the Provost as its chair
- ♦ The Provost identified an early duty of the task force as recommending "use of \$500,000 in lottery monies for expenditure this year on *community service internships/activities* by students" [italics added]

The Provost noted that paid internships were only one of at least 11 opportunities for students to apply concepts and theories learned in class -- the others being student assistant programs, student volunteer programs, cooperative education, fieldwork experience, career development opportunities, student development programs, scholarships or stipends, college work study programs, work-study reimbursements, and graduate fellowships -- but by then emphasis had been focused on internships

Apart from this emphasis, the Task Force fulfilled the expectations of the Legislature's Supplemental Report by a series of steps

- ♦ It agreed that each campus should receive a fixed amount of \$20,000 of the \$500,000 lottery funds, plus an amount proportional to its 1987/88 budgeted college-year full-time-equivalent enrollment, and that each campus should use those funds in two ways -- (1) to enhance an existing program involving community service by students and (2) to develop a model program for addressing a currently unmet social need through the use of student service
- ♦ It met four times in late 1986 to consider issues such as mandatory service and the granting of academic credit for service. It agreed that service should not be required of all students, primarily because of its concern that a compulsory program might restrict access for underrepresented economic and cultural groups, and it resolved that academic credit be granted *not* for service but for *learning* from service
- ♦ It met with Assembly Member Vasconcellos to assure him about the State University's goal of "making community service a pervasive, ubiquitous activity, embedded in the campus life of students." It offered the belief that within five years the system could "weave community service into the fabric of the academic experience of students, using a variety of means and incentives to accomplish this goal." It explained its reasons for wanting to encourage students to participate rather than mandating their service. It agreed with Vasconcellos that the Legislature had the authority to require service of students in return for access to State-financed educational programs, but, as the Provost warned in print later, such action would "set a precedent for academic governance with serious consequences for the State University" (The California State University, 1988, Attachment D, p. 2)
- ♦ In March 1987, it met to revise its draft report, and in July it issued a 36-page draft in which it defined community service as activities that "nurture a sense of human community and social responsibility in our college students and contribute to the quality of life for individuals and groups in the community." It noted that

internships and field work as “major-related experiential programs” were only one facet of these activities. It envisioned “a future in which community service will be an integral part of the educational experience of students” and not be limited to majors in the human service disciplines. It offered seven recommendations (Display 1, below) -- the first being “that community service be an integral part of the academic life of students as a learning experience.”

In explaining its second recommendation regarding the development of incentives for community service, it called for “consideration of authorized community service as a factor in the retention and advancement policies for staff and faculty.”

It proposed a systemwide committee to link all campus-based community service programs, provide support for them, foster the exchange of information and ideas, and provide advice to the Chancellor’s Office.

It recommended that each campus develop or designate someone or some unit as the focal point for community service on the campus, plus a campus task force to recommend policies for that individual or office.

DISPLAY 1 Recommendations of the California State University’s Task Force on Civic Service Internships

- 1 The Task force recommends that community service be an integral part of the academic life of students as a *learning experience*.
- 2 The Task Force recommends that The California State University develop *incentives* for community service.
- 3 The Task Force recommends that The California State University work actively to involve students, faculty, staff, and administrators in the *development or expansion of campus-based community service programs*, tailored to the needs and resources of the campus and its community/communities.
- 4 The Task force recommends that a systemwide committee be designated, with campus representation, to link all campus-based community service programs. The committee would provide support for these efforts, foster the exchange of information and ideas, and provide advice to the Chancellor’s Office on such issues as budget and program, database development, and evaluation of effectiveness of community service.
- 5 The Task Force recommends that each campus develop or designate an *individual/office/unit* which will serve as the focal point for community service on the campus and coordinate community service activities.
- 6 The Task Force recommends that each campus establish a campus task force to work with the individual/office/unit designated to serve as the focal point for the campus. The campus task force will recommend ways of establishing, coordinating, implementing, and evaluating a community service program appropriate to the individual campus. These recommendations will include the mechanisms for establishing relations with organizations which provide community services, the types of organizations and individuals students will serve, the training needs of student participants, and the criteria for student participation.
- 7 The Task Force recommends that *adequate funding* be secured for student stipends, administration, technical assistance, training and supervision/support of students before implementation of the program.

Note Each of the seven recommendations is accompanied in the Task Force report by explanatory text.

Source The California State University, July 1987, Attachment D.

Finally, it urged that adequate funding be secured for student stipends, administration, technical assistance, training and supervision of students "before implementation of the program "

If the State University had found access to other funds than the California Lottery, it might have achieved even more in the first year of its Human Corps than it did, but its achievement was nonetheless great -- and even greater than its own data reveal. Because of its emphasis on internships, seven of its campuses -- Bakersfield, Fresno, Northridge, Pomona, Sacramento, Sonoma, and Stanislaus -- never reported to the Office of the Chancellor any data on students in their Human Corps programs other than interns. The community efforts of all their other students went unreported, if not unrecognized.

As one example, the most students that the Sacramento campus ever reported as participating in its Human Corps were 49 of them in 1989 -- 0.2 percent of its student body of 25,559 undergraduates and graduate students that year. Yet it noted in 1991 that "a study conducted this fall indicated that over 2,200 students participated last year in volunteer, internship, and field study opportunities in over 100 different community service agencies in the greater Sacramento area," but because the volunteer efforts "were not a part of an academic class or were not obtained through a campus program, records for these activities are not available."

Similarly, Sonoma State University recorded 83 students in 1987 as the largest Human Corps contingent that it reported -- 1.4 percent of its enrollment of 6,159. But over a third of its students reported that they were engaged in community service activities.

University of California

Over the summer of 1986, President Gardner consulted with the chancellors of the University's campuses and many other members of the University community to determine how best to respond to the supplemental language. Basically, to implement the program efficiently, he decided to involve all interested parties except for the Academic Senate. He appointed a "Human Corps Planning Group" that, like the State University's Task Force on Civic Service Internships, met the requirements of the statutory language for representation from the faculty, students, and community agencies, but in addition, from the eight "general" campuses of the University he named eight representatives -- seven of whom were student service professionals and one a faculty member.

The Planning Group met three times, developed a general definition of public service, adopted four goals for Human Corps activities as standards against which the campuses could measure their Human Corps efforts (Display 2, opposite page), and established eight guidelines that President Gardner approved regarding the administration and organization of campus Human Corps programs (Display 3, page 8). Explaining the first of these nine guidelines, the Planning Group stated, "At a minimum, each campus will charge a person, organization, or unit with the

DISPLAY 2 Goals of the University of California Human Corps Program

The Human Corps Planning Group identified the following goals for the Human Corps as useful standards against which the campuses can evaluate their efforts

- (a) To foster greater awareness in the University of the importance of individual efforts in addressing social problems
- (b) To enhance the awareness of students about, and their access to, public service opportunities in the community
- (c) To increase the level of undergraduate involvement in public service activities that benefit disadvantaged members of society
- (d) To enrich the educational experience of undergraduates by offering service opportunities that have personal, educational and professional benefits to students

These are basic goals and the campuses may wish to develop additional objectives

Source University of California, February 1987, pp 6-7

responsibility to encourage public service activity, to facilitate communication among public service programs and to enhance the awareness of, and the access to, public service opportunities" (p 8)

In its report, the Planning Group pointed out its concerns about requiring participation in Human Corps activities (p 4) " existing academic requirements for the baccalaureate frequently take five years to complete Also, some students at risk academically may be ill-served by participating in a compulsory program of service which places additional demands on their time Beyond that, the ability of a community surrounding the campus to absorb thousands of young people into ongoing social service programs poses special problems " Moreover, "given that control of the curriculum rests with the Academic Senate, the guidelines for the program would have to be reviewed by the Senate" if the guidelines followed the intent of the supplemental budget language in requiring participation

Apart from that disagreement with legislative intent, the University's Planning Group -- like the State University's Task Force -- achieved the aims of the supplemental language It also took part in helping organize a major event for the new Human Corps a statewide conference held at Berkeley led by the two student founders of the national Campus Outreach Opportunity League (COOL) That conference brought together representatives of the Legislature, students, faculty members, administrators, and staff of the State University, the University, and independent colleges and universities to review progress and consider next steps in implementing the new Corps

**The Legislature's
second directive:
AB 1820 of 1987**

Meanwhile, Assembly Member Vasconcellos had been shaping a bill to institutionalize the Human Corps beyond supplemental budget language The findings and purpose of that bill -- AB 1820 -- are stated in Display 4 on page 9 The bill's first draft of March 5 would have required student participation in the program,

DISPLAY 3 Guidelines for the University of California Campus Human Corps Programs

In order to assist the campuses to develop their plans, the following guidelines have been developed by the Human Corps Planning Group and approved by the President of the University

- 1 Campuses will develop plans for facilitating and enhancing public service activities by undergraduate students and will designate a person, organization, or a unit to promote and coordinate service activities on campus in consonance with the stated goals of the Human Corps
- 2 Aided by survey results, campuses will establish goals for promoting participation by undergraduates in public service and for coordinating information about these activities
- 3 Each campus will take steps to ensure
 - (a) The involvement of students in the development, implementation, and future planning of Human Corps efforts
 - (b) Extensive and timely dissemination of information to students about public service opportunities in the local community and beyond
 - (c) Periodic review and assessment of campus Human Corps goals and results
 - (d) Service opportunities that are sufficiently broad to appeal to a wide range of students
 - (e) Service opportunities directed to the disadvantaged members of the community at large
 - (f) The systematic exchange of information about public service activities with community agencies and with other institutions of higher education
- 4 The campus will establish the criteria for student participation in those public service activities that provide academic credit. For other service activities that do not involve credit, the campus will review criteria that may be established by community agencies and, to the extent possible, refer qualified students to the agencies
- 5 Recruitment efforts and incentives, including academic credit when appropriate, will be developed to encourage and stimulate students to participate in public service activities
- 6 Training programs will be developed and offered to students who wish to participate in a public service activity but who may not have the requisite skills to do so
- 7 Campuses should encourage the integration of community service opportunities and citizenship training into the curriculum
- 8 Faculty involvement in the development of public service activities for students should be stimulated and supported
- 9 Each campus will identify all direct and indirect administrative, programmatic and other demonstrable costs related to the operation of the Human Corps program and include in its plan a budget for the program

Note All but the fourth guideline is accompanied in the Planning Group report by explanatory text.

Source University of California, February 1987, pp 7-10

but after a long series of negotiations, Vasconcellos acceded to the universities' concerns that compulsory student participation would be counterproductive to their efforts at diversity and agreed to make participation permissive. While the amended bill aimed at 100 percent participation by June 30, 1993, it specified that students "shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year," with the segments determining "how to encourage and monitor student participation."

DISPLAY 4 Legislative Findings and Declarations Regarding the Human Corps in Assembly Bill 1820 (Chapter 1245 of the Statutes of 1987, Section 99100 of the Education Code)

§ 99100. Legislative findings and declarations

- (a) The Legislature finds and declares all of the following
 - (1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded
 - (2) There is a growing national consensus that student participation in community services enhances the undergraduate experience
 - (3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise
 - (4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research
 - (5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low
 - (6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education
 - (7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care
 - (8) The state's ability to face these challenges requires policy makers to find creative and cost-effective solutions including increased efforts for community and student public service
 - (9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world
 - (10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed
 - (11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services
- (b) It is the intent of the Legislature in enacting this article to do all of the following
 - (1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences
 - (2) To help nurture a sense of human community and social responsibility in our college students
 - (3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded opportunities for student participation in community life through public service in organized programs
 - (4) To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation

Assembly Member Sam Farr joined Vasconcellos as the bill's principal coauthor, and Senators Bergeson, Deddeh, Dills, Leroy Greene, Keene, and Morgan coauthored it in the Senate. The amended bill passed the Assembly by 54 to 25, it passed the Senate 31 to 2, the Assembly concurred in the Senate's amendments 71 to 0, and after Governor Deukmejian approved it, it became law as Chapter 1245 of the Statutes of 1987.

The final bill, reproduced in the Appendix to this report, differed from the 1986 Supplemental Report Language in several ways:

- 1 It dropped the concept of students repaying the State for its subsidy by serving the unsubsidized. Instead, it emphasized the goal of helping "nurture a sense of human community and social responsibility in our college students."
- 2 It became applicable to all State University and University of California students -- not simply their undergraduates.
- 3 Beyond giving examples of community service, as did the original supplemental language, it defined community service as follows:

99102. Community Service

For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

- 4 It encouraged community colleges and member institutions of the Association of Independent California Colleges and Universities to establish task forces like those of the two public universities that would "strengthen and coordinate existing on-campus and external community services opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program."
- 5 It assigned the task forces seven duties (Section 99103):
 - (a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.
 - (b) A plan to substantially expand student participation in community service by June 30, 1993.
 - (c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit

(g) A budget which identifies the staff and funding resources needed on each campus to implement Human Corps

- 6 It encouraged the systems "to develop flexible programs that permit the widest possible student involvement "
- 7 It appropriated \$170,000 to the Trustees of the State University and \$70,000 to the Regents of the University to implement the new law in the 1987-88 fiscal year and stated that "future funding shall be contingent upon Budget Act appropriations "
- 8 It charged the California Postsecondary Education Commission to issue yearly reports on the progress of the two universities in substantially increasing student participation in the Human Corps and to conduct a comprehensive evaluation of the program, for which the Commission would receive funding

By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social service) and academic level (freshman, sophomore, etc)

(b) The number of students who volunteered, or received pay or academic credit for service

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training

(e) The number of courses related to Human Corps programs

(f) The number of staff and sources of funding provided to the Human Corps on each campus

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program

(h) The number of community colleges which participated in the Human Corps

(i) Recommendations for continuation of the Human Corps including a rec-

ommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps

The Department of Finance recommended that the bill's \$240,000 appropriation be deleted as unnecessary, and the Governor agreed in signing the bill into law on September 27 "Both the University of California and the California State University have ongoing student volunteer community service activities," he wrote "The administrative structure is in place to accommodate activities proposed by this bill No additional funds are required "

**Implementation
of AB 1820
by the universities**

Again, the universities moved quickly to implement the new law On October 9-10, the University held a two-day planning conference at its Lake Arrowhead Conference Center for eight students and some 50 administrators and faculty members, along with community agency representatives On November 5-6, the State University's statewide Academic Senate approved a statement, "The Place for Student Community Service (Human Corps) within the University, " in which it endorsed the concept of voluntary student community service Soon after, the State University held two regional meetings -- at Chico and Fullerton -- for seven students and 58 faculty members and administrators to implement next steps And on November 17, the California Postsecondary Education Commission convened a meeting of representatives from the two systems to agree on uniform data gathering for their required annual progress reports and on biennial surveys of their students in 1989, 1991, and 1993 for its use in a comprehensive evaluation

The California State University

With the passage of AB 1820, the Chancellor renamed the State University's task force the "Human Corps Task Force" and appointed the Vice President for Student Services at Long Beach as its chair to succeed the State University's Provost, who was retiring Apart from the departure of the Provost, the group's membership remained the same, and in June 1988 it issued the final version of its report, unaltered from the 1987 draft except for an amended introduction By September 1990, the Provost's successor as Vice Chancellor for Academic Affairs announced that the task force had successfully accomplished its charge and was being dissolved The Chancellor's Office staff continued to gather information from the campuses and prepare annual progress reports for the Commission and Legislature, but by then leadership for the program had been assumed by the campuses

The State University's major problem remained funding. Despite annual requests from the State University, the University, and the Commission, the Governor never approved funding for the program Both for fiscal years 1987-88 and 1988-89, the Trustees renewed Human Corps funding of \$500,000 from the State University's lottery funds, and in 1989-90, they provided \$1,000,000 for a total amount of \$2,500,000 over four years For 1990-91, however, because of reductions in General Fund support for the system as well as in lottery revenues, the Trustees voted to apply those funds to the State University's core academic purposes As a re-

sult, since that year the 20 campuses of the system have had to support their Human Corps activities through four other sources -- (1) contributions from Associated Student associations, (2) limited funds from Instructionally Related Activities budgets stemming from student fees, (3) administrative allocations of faculty and staff time, and (4) occasional grants from federal agencies and philanthropic foundations

Because the Legislature in AB 1820 directed the Commission to report on the funding and staffing for the Human Corps programs at each campus of the two universities, in the following paragraphs the Commission complies with that directive for the 20 campuses of the State University, as reported by the Office of the Chancellor

- ♦ As can be seen, in terms of staff, some of the campuses with large programs have employed several staff members to run them, others have tried to operate with part-time student assistants or adjunct faculty
- ♦ In terms of funding, their annual Human Corps budgets have ranged from a high of \$191,000 to \$0
- ♦ Some of the campuses used their lottery-funded internships for "pump-priming" -- not only supporting off-campus interns but also on-campus interns who worked to expand Human Corps participation Others spent their funds only on off-campus interns
- ♦ And some of the campuses have been able to maintain active programs without lottery funds, while others have virtually closed their Human Corps programs

Bakersfield: The Bakersfield campus built its Human Corps program out of its experience since 1980 with its Management Internship and Cooperative Education programs, which had placed some 250 students annually in work and service situations in community and government agencies Funds from the California Lottery helped the campus place 35 more such interns the first year, until a total of 331 was reached in 1991-92

With the loss of lottery funds, the campus sought to raise funds for Human Corps through a newspaper recycling project, which it was forced to discontinue when the city established its own recycling point at the campus Then the Associate Students endorsed a referendum on the student ballot to increase student fees by \$1 each quarter in order to provide some \$15,000 annually for the program, but the measure lost by some 40 votes -- due at least in part, according to observers, to the impending rise in student fees throughout the State University system

During 1991-92, the campus Human Corps office received \$4,998 from the third and final year of a federal ACTION grant, \$2,098 from Extended Studies, \$1,900 from the Work Study program, \$700 from the Associated Students, \$760 from Campions, and \$519 from the Cooperative Education program By 1992, however, the campus closed its Human Corps office and assigned the task of keeping its Human Corps alive to two professors in the psychology department -- the department that had been the first to initiate a course dedicated to Human Corps service

Chico The Chico campus has used two parallel organizations to fulfill its Human Corps obligation -- its student-funded Community Action Volunteers in Education, and its State-supported Office of Experiential Education

- ♦ Chico's nationally known Community Action Volunteers in Education (CAVE) began in 1966 as a tutorial program for the children of migrant farm workers at the Gridley Farm Labor Camp and for disadvantaged children in the Chico public schools. It recruited 40 volunteers the first year, 250 in 1967, 1,000 in 1968, and 1,500 in 1969, and then it placed between 1,500 and 2,000 students during each of the years of the 1970s and '80s. By 1988, CAVE won for the Chico campus the Innovation and Change Award of the American Association of State Colleges and Universities. It is operated by two paid professionals -- a director and an office manager, a staff of between 50 and 55 students, and an advisory board of one faculty member, one student activity advisor, one Associated Student representative, and one community representative. In 1993, CAVE received a two-year grant of \$50,000 from the Adult Literacy Program of the U. S. Department of Education for community field work with adults who have limited reading skills. Besides CAVE, other Chico student groups encouraging volunteerism have been its Community Legal Information Center and its Educational Support Programs for Women.
- ♦ Chico's Office of Experiential Education coordinates cooperative education and internship opportunities throughout the United States and abroad for between 1,900 and 2,000 students annually. It is operated by campus staff with institutional support from the State General Fund.

Dominguez Hills The Dominguez Hills campus spent its first lottery funds under the Human Corps to reimburse five of its own faculty members for released time during July and August 1986 to expand the campus's Cooperative Education program. That program has remained the core of its Human Corps activities. Besides academic department-sponsored cooperative education internships, the Cooperative Extension Department itself offers two courses in which some 12 to 17 students each year have received up to six units of credit for their learning from six hours of community service a week for the academic year.

With the end of lottery funding, the campus benefited from a one-year grant of \$12,500 from Campus Compact and a two-year grant of \$36,000 from the U. S. Department of Education, but at the end of those grants, the only staffing for the Human Corps has been by an adjunct faculty member who runs those two courses while coordinating an off-campus partnership grant program.

Fresno The Fresno campus has called its Human Corps program "Students for Community Service" and has offered internships in over 30 community agencies throughout the San Joaquin Valley. Following the end of lottery funding, in 1990-91, Fresno's Human Corps program received only \$5,000 in support, and since then, apart from donated monies, "few resources have been available."

Fullerton Prior to 1987-88, faculty members from the anthropology, psychology, and sociology departments served as coordinators for Fullerton's extensive internship program, but that year lottery funds permitted the hiring of a coordinator for internship placement. With the end of those funds, the Human Corps program has been supervised by a one-fourth time Student Services Professional II position, costing approximately \$9,000 a year, and aided by a Human Services intern who receives field work credit for that assistance. The Office of the Vice President and the Activities Office have also contributed \$750 for recognition receptions and other events.

Hayward. Hayward's director of cooperative education originally coordinated its intern-oriented Human Corps program, but in 1990-91 the campus created a Volunteer Service Programs Office which, within two years, had approved over 210 community agencies and organizations for internships. Recently, no campus funds have been available for the program, but the Hewlett and Johnson Foundations have provided the program with \$12,500 between them, and the Oakland Redevelopment Agency has supplied \$9,950 through the Oakland Unified School District's "Magnet Program."

Humboldt Humboldt State University encourages all of its students to participate in one or more volunteer projects during their years on campus. Its academic departments offer some 90 courses with fieldwork or internship opportunities, and its Leadership Studies program offers two courses specifically for community service volunteers. Nonetheless, for its Human Corps, it has relied in large part on student/staff-run programs. The largest of these -- the Youth Educational Services (YES) program -- has been supported by Humboldt State's Associated Students since 1967. YES is run by students with one full-time-equivalent student affairs professional as its director. It operates 16 programs through some 400 volunteers. Besides YES, the Associated Students also support three other groups -- the Campus Center for Appropriate Technology, the Campus Recycling Project, and the Humboldt Legal Center -- that offer opportunities for some 300 more volunteers.

Humboldt used some of its lottery money to fund competitive grants for innovative student community service projects, whether student or faculty initiated, that integrated service into existing courses. Since then, the campus has used some Instructionally Related Activities funds from student fees to support course-related activities of YES and the Campus Center for Appropriate Technology. In 1991-92, YES also received \$41,000 in off-campus support from grants, alumni gifts, and United Way contribution, plus \$35,000 from the Associated Students, which also provided \$13,540 more to the three other volunteer organizations.

Long Beach: Long Beach organized its Educational Participation In Communities (EPIC) program in 1971 and since then has supported a centralized office for service internships and opportunities. With the founding of the Human Corps, the

office became the "Human Corps/EPIC Office" within the Career Development Center of the Student Services Division -- a center that also coordinates student employment, cooperative education, career planning, and career placement. The staff of the office have spoken to over 100 classes each year on community service, and they authorize notations on students' transcripts of their service to the community.

Since the end of lottery funding, the Human Corps/EPIC Office has received support from the Associated Students, the campus administration, Instructionally Related Activities funds from student fees, and small grants from the Forty-Niner Shops -- the operator of the campus bookstore and food services.

Los Angeles. Like Long Beach, the Los Angeles campus had a long-standing EPIC program. With the coming of the Human Corps, a faculty member agreed to serve as a consultant to EPIC, redesigning its orientation workshop for credit internship students, and helping develop a handbook for faculty about how to sponsor students in service-learning field placements. EPIC has been supported by the Student Affairs Division, the Associated Students, and various public and private donors. In 1990-91, its budget amounted to \$153,500, including \$27,000 from the California Campus Compact. In 1991-92, EPIC's budget rose to \$191,000.

The primary vehicle at the Los Angeles campus for students to earn pay for work experiences is its College Work-Study program, administered by the Center for Career Planning and Placement.

Northridge. The Northridge campus has concentrated its Human Corps activities on internships, and because of its historical concern for the hearing impaired, it has specialized in internships for physically disabled and hearing-impaired students. The program operates with a halftime coordinator in the Career Center. Following the end of lottery funding and a two-year grant of \$20,000 annually from the federal College Work Study Program, the campus has been supporting the Human Corps program through its auxiliary budget for the Student Union.

Pomona. Like the Northridge campus, California State Polytechnic University, Pomona, has reported only interns as its Human Corps members. It has used between two and three student interns annually to coordinate its Human Corps Volunteer Center, which recruits and places students in community volunteer positions. During 1990-91, the Center received \$8,000 for its student staff, \$4,600 for its operations, and free office space from the Office of Student Life. Following the Los Angeles uprising, the vice president for student affairs allocated \$1,000 to it for emergency volunteer efforts at riot relief and cleanup.

Sacramento. In 1987-88, Sacramento was unprepared to spend any of its funds allocated for the Human Corps, but since then it has supported interns in a number of community agencies, and in 1991 its Student Activities Office employed two interns from the School of Social Work to encourage other students to participate.

in community services. The campus allocated small parts of one professional staff position in both the Student Activities Office and the Career and Testing Center to the Human Corps, but no other funds were available for Human Corps recruitment.

San Bernardino: The Community Services Program of the San Bernardino campus has served as its Human Corps center, but funding cutbacks have resulted in the program's adopting only a clearinghouse orientation, offering information about volunteer opportunities in the community, rather than aggressively recruiting students to volunteer. Some 15 student organizations have taken the leadership in community service activities -- nine fraternities and sororities, the Accounting Association, Black Student Union, Future Teachers Club, Hispanic Women's Council, Latino Business Students Association, and the Low Income Support Network.

San Diego: At San Diego State University, the faculty has made a deliberate effort to develop internships as part of the University's formal curriculum, and over 100 departmental courses provide opportunities for several hundred internships and field placements annually. In addition, General Studies 200 and 400 grant up to six units of credit for learning from professional experience and community service by undergraduates in departments that do not have their own internship programs. These campus-supported academic activities are completely separate from San Diego State's large Associated Student Community Services Network and Campus Y volunteer programs, which are entirely student led.

San Francisco: In the tradition of the land-grant universities' concern for public service, San Francisco State University seeks to apply the intellectual resources and talents of its faculty and students to the social and economic problems of its city and surroundings. Its Community Involvement Center, created in 1973, is "a student administered, academically based, interdisciplinary, experiential education and community service" that provides academic credit, training, and support for some 700 students annually who volunteer at over 300 agencies in the Bay Area. The Center also recruits, advises, and makes referrals to thousands of other students interested in volunteering without course credit or on-campus supervision. It operates a Resource Center that lists some 3,000 volunteer placement sites throughout the Bay area, and it distributes its student-written newsletter, *reACTION*, to 2,000 readers interested in volunteer service.

In 1987-88, four San Francisco State faculty members were serving as consultants to the Center, and the campus used some of its first Human Corps lottery funds to hire three interns to assist the Center in recruiting students for agencies, training and supervising some 1,000 of them as volunteers, and raising funds for the Center. Since 1987, the Center and the campus Career Center have cooperated in the expansion of volunteer programs, and since 1990, the Center has reported to the dean of undergraduate studies. As of 1991-92, its campus-supported staff has consisted of 2.6 full-time-equivalent student service professionals and 0.7 fac-

ulty member at lecturer rank. During 1990-91, the Center operated on \$15,000 from General Fund support, supplemented by on- and off-campus fund raising. During 1991-92, it received \$18,000 in work-study funds, \$24,000 in student assistant funds, and \$12,000 in donations and shared grants.

San Jose. San Jose State University has considered its Human Corps program as basically pre-professional education, gained through departmental courses or through its special Community Concepts 157 course, which 11 departments offer in addition to their own internships and field placements. In 1991, the Human Corps program was placed in the Education Department, where it is administered by the associate dean for academic affairs. The campus supports it with 0.5 full-time-equivalent administrative time, which its director uses to teach Community Concepts 157, and four 0.2 full-time-equivalent faculty members from four departments -- English, Education, Gerontology, and Social Work.

San Luis Obispo: The institutional philosophy of California Polytechnic State University, San Luis Obispo, is learning by doing, and over half of its departments offer senior projects that provide service as part of learning. Its Student Community Services of the Associated Students operates 11 service projects.

Cal Poly used its lottery funds to complete its "Community Connection" database of 500 volunteer opportunities and to offer awards of \$500 to students for use in implementing community service projects. Thirty-three students received these awards in 1988-89, and 172 in 1989-90. With the end of lottery funding, Community Connection was recognized in 1991-92 as an Instructionally Related Activity, thereby providing it with a funding base from student fees. One staff member from the Student Life and Activities Department serves as San Luis Obispo's Human Corps coordinator.

San Marcos: The San Marcos campus admitted its first students in 1990-91, and that year 150 of them were involved in volunteer work, both on- and off-campus. The next year, 435 were so involved -- representing 38 percent of the total San Marcos student body -- and their courses comprised 11 percent of its total instructional hours. The campus has received grants totalling \$108,213 from the Corporation for National and Community Service to implement the concept of service-learning as broadly as possible throughout its curriculum, but its Human Corps activities have been entirely campus funded.

Sonoma: In 1987-88, Sonoma State University used some of its lottery funds for a student coordinator to improve current volunteer and internship opportunities and to develop new ones, and the next year it used more lottery funds for two student assistants to enhance volunteer opportunities through the Field Experience Program in the Career Development Center. It reported that "this use of lottery monies resulted in expanded student volunteer opportunities and increased student awareness through information tables and presentations on campus throughout the

year ” Because of budget cutbacks, however, funding for its half-time Human Corps Student Services Professional III position was reduced to fourth-time in 1991-92 and then discontinued in 1992-93, leaving the program to operate on a \$1,200 allocation from Associated Students, Inc

Stanislaus: Since 1990-91, the Stanislaus campus has been moving its Human Corps orientation from a faculty-run internship program to a student-operated program supported by the Associated Students Funding for the students' Community Service Program -- which includes an evening Peer Escort Service, an end-of-year clothing drive, a good neighbor day, an annual volunteer fair, and a new classroom assistance program with the Turlock City Schools -- is entirely from Associated Students contributions, except for limited local business contributions

University of California

At the University of California, following passage of AB 1820, the Office of the President oversaw implementation of the law on the University's eight general campuses and coordinated collection and transmission of reports on their progress. The University has continued to fund Human Corps activities on the campuses primarily from Registration Fees. In 1990-91, those fees accounted for over 70 percent of those funds, with student government contributions comprising nearly 19 percent, and federal grants and private donations making up the remainder. Its campus budgets for the Human Corps grew from \$486,179 in 1988-89 to \$645,311 in 1989-90 and to \$791,880 in 1990-91 before dropping to \$699,643 in 1991-92. Display 5 below shows campus and systemwide expenditures for each of these four

DISPLAY 5 Annual Operating Budgets for Human Corps and Community Service Programs, General Campuses of the University of California, 1988-89 Through 1991-92

<u>Campus</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Berkeley	\$25,500	\$77,168	\$75,000	\$90,216
Davis	11,000	11,500	11,500	11,500
Irvine	4,541	2,800*	26,200	23,000
Los Angeles	291,557	393,471	541,352	442,743
Riverside	15,415	26,823	18,425	18,425
San Diego	15,034	24,132	26,602	26,602
Santa Barbara	113,150	95,904	80,585	80,585
Santa Cruz	<u>9,982</u>	<u>13,513</u>	<u>12,216</u>	<u>6,572</u>
Sub-Total (Campus Budgets)	\$486,179	\$645,311	\$791,880	\$699,643
Office of the President	<u>15,000</u>	<u>16,000</u>	<u>10,000</u>	<u>10,000</u>
Total	\$501,179	\$661,311	\$801,880	\$709,643

Note: These figures do not include the costs borne by academic departments for supervising internships or community service fieldwork required as part of regular courses.

* Includes operation of the Human Corps office only

Source: Annual Human Corps Progress Reports, Office of the President, University of California.

years, and the following paragraphs summarize developments on each campus over the years

Berkeley· The Berkeley campus has had a long history of community service, dating back to the founding of Stiles Hall as the campus YMCA in 1884. The campus's own volunteer bureau -- "Cal Corps: A Project to Promote Student Community Service" had been organized in the 1960s and now operates as a branch of the Student Activities and Services Office to coordinate community placements available through the ASUC Community Projects Office, Stiles Hall, and the University YWCA. Cal Corps alone funds some 20 community service projects and places some 1,500 students in them. Stiles Hall requires a two-semester four- to six-hour per week commitment from its own volunteers.

Berkeley also offers a considerable number of courses involving community field placement through a variety of agencies that address a wide range of social needs -- legal (such as housing, immigration, and domestic violence), educational (including tutoring, mentoring, curriculum development, and academic support), and health-related (both disease prevention and community health care).

In 1987, Berkeley won a FIPSE grant to establish a "Financial Aid Community Service Option," whereby the campus Office of Financial Aid would forgive loans taken out by Berkeley students in exchange for community service either while they are students or immediately thereafter. FIPSE gave the project \$10,000 a year, with the University earmarking \$200,000 of its own to forgive loans of students in the program.

As can be seen from Display 5 on the previous page, Berkeley's funding for its Human Corps program grew from \$25,500 in 1988-89 to \$90,216 in 1991-92.

Davis· In 1987, Davis approved \$7,000 in campus funds for a graduate assistant to serve as Human Corps Student Community Service Coordinator within the Internship and Career Center. The coordinator has published a bi-weekly bulletin listing openings in Sacramento Valley agencies -- which have now reached over 250 -- and has helped coordinate Davis's annual Community Service Fairs -- the fourth held this past October. Funding for the position rose to \$11,000 for 1988-89 and then to \$11,500, where it remained from 1989-90 through 1991-92.

A 1991 survey of agencies by the Internship and Career Center indicated that some 6,600 Davis students, both undergraduate and graduate, provided nearly 400,000 hours of volunteer service that year -- for an average of 60 hours each, or twice the 30-hour goal proposed by the Legislature.

Irvine· In 1986-87, the Irvine campus received a \$3,362 Irvine-Newport Rotary Club grant to publish a pamphlet on credit and noncredit community service opportunities, and Irvine's new Human Corps Council produced it in 1987-88. The first "Have-a-Heart" campus fair for community agencies this past year was so successful that the Council expects to make the fair an annual event. Campus fund-

ing for its Human Corps program rose from \$4,541 in 1988-89 to \$26,200 in 1990-91 before falling to \$23,000 in 1991-92

Los Angeles UCLA operates the largest volunteer program of any public university campus in California. During 1988-89, it could account for 2,634 student volunteers, plus over 900 students who took community-oriented courses generated through Field Studies Development -- an academic arm of the campus. In recent years, the campus developed a computer matching system, "Involvement Project," which can print out possible opportunities of interest from over 400 community agencies and student organizations, and now the campus has 43 student-initiated community services projects involving up to 5,000 students annually. These service opportunities are available primarily through two channels: (1) the Community Programs Office, which is a satellite of the Student Affairs Office, and (2) the Community Service Commission of the Undergraduate Student Association. UCLA's budget for these programs, except for departmental internships, rose from \$291,557 in 1988-89 to \$541,352 in 1990-91 but then declined to \$442,743 in 1991-92.

Riverside The Riverside campus built its Human Corps program on its existing public service programs that included off-campus tutorial and field research in the biomedical sciences. The campus appointed a Human Corps Director and developed new programs with the Riverside County Department of Social Services and the Riverside Parks and Recreation Department. Its budget of \$15,415 in 1988-89 stabilized at \$18,425 for 1990-91 and 1991-92. Currently, 50 of Riverside's 153 registered student organizations are community-service oriented, and recently, the campus renamed its Human Corps program the "UCR Volunteers," in order to make it more immediately understood and recognizable.

San Diego. "Volunteer Connection" of the Associated Students of the University's San Diego campus is the primary vehicle for Human Corps participation on the campus. In 1987-88 it received a Hewlett Foundation grant of \$4,000 to hire a half-time assistant to plan its Volunteer Connection fair. The ASUC funds office space and "in-kind" office needs, and campus funds grew from \$15,034 in 1988-89 to \$26,602 in both 1990-91 and 1991-92.

Santa Barbara The Community Affairs Board of Santa Barbara's Associated Students serves over 150 nonprofit and government agencies and has achieved a constitutional "lock-in" of \$1.15 per student per quarter for the support of community service projects. For 1986-87, between \$45,000 and \$50,000 in Registration Fee funds plus \$12,000 in ASUC funds supported its current activities. By 1988-89 and 1991-92, total funding grew to \$113,150 but then slipped to \$80,585 for both 1990-91 and 1991-92. Since then, the campus has made a determined effort to secure additional funds through on-campus fund-raising efforts and external foundation support.

Santa Cruz: The Santa Cruz campus first named its Human Corps effort the Student Civic Action Project, then created the Civic Action Programs Office, and later renamed it the Student Volunteer Connection Office. The office hired two student assistants to coordinate Human Corps activities, including preparing a brochure on volunteer opportunities in the area, and later hired a student director. The projects coordinated by the office are separate from the five field studies programs -- environmental studies, psychology, community studies, economics, and the Merrill Field Program -- housed in each of the separate undergraduate colleges. Funding grew from \$9,982 in 1988-89 to \$13,513 in 1989-90, then dropped to \$12,216 in 1990-91 and fell by nearly 50 percent to \$6,572 in 1991-92. The difference between that amount -- the smallest of any University campus budget -- and UCLA's budget of \$442,743 for the same year appears to stem less from the difference in size between the student bodies of Santa Cruz and UCLA than from the vigor of the five field studies programs of the distinctive undergraduate colleges at Santa Cruz, which are funded separately from its Human Corps office.

**Incentives
to encourage
participation**

The campuses of both the California State University and University of California have employed a multitude of imaginative incentives to encourage students to participate in the Human Corps. As part of AB 1820, the Legislature asked the Commission to report on the types of these incentives, "including awards, grants, and training", and the Commission categorizes these incentives in the following five sections of this part of its report.

Shared expectations

Probably the most important incentive of all has simply been agreement among most students on campus, supported by the faculty and administration, that public service is important and expected. This pervasive campus culture of volunteerism, led by students but backed by the rest of the institution, appears to account for the vigorous Human Corps programs on many campuses and forms the basis for any number of more specific incentives. Any number of campuses illustrate this culture of service, but several offer special examples.

- The orientation of San Francisco State University toward aiding its surrounding community has been most recently demonstrated through creation of its Urban Institute, but this orientation has been exemplified over the past two decades by the operation of its Community Involvement Center. That center -- the heart of San Francisco State's Human Corps program -- is operated by students, supported academically by the faculty, and housed administratively in the office of the dean of undergraduate studies. It provides training, support, and academic credit for San Francisco State students volunteering throughout the entire Bay Area.
- Students, faculty, and staff at Humboldt State University have cooperated in creating its extensive community service programs -- among them, Youth Educational Services (YES), the Campus Center for Appropriate Technology, the Campus Recycling Project, and the Humboldt Legal Center. Through a

variety of means, including annual leadership conferences and special leadership courses, the campus emphasizes the close relation between service-learning, leadership development, and community improvement. As President Alistair W. McCrone says, "Students gain experience in applying their energy and education to helping with real-life problems. Humboldt County residents reap the rewards of our students' efforts and continually express their appreciation. It's a marvelous and warm reciprocal relationship."

- ♦ The same student initiative and faculty support evident at San Francisco State and Humboldt State are also operative at Chico, with its renowned Community Action Volunteers in Education (CAVE) program, at San Luis Obispo, which emphasizes learning through doing and promotes senior service learning projects, and at the Los Angeles campuses of both the State University and University of California. At CSU Los Angeles, faculty members have lent extensive support to the campus EPIC program (Educational Participation in the Community), and at UCLA, the Community Resource Center promotes service activities not only for students but also among faculty and staff.
- ♦ The State University's newest campus at San Marcos, which admitted its first students in 1990, hired a new academic vice president in 1991, and his enthusiasm for service-learning has proven infectious among other administrators as well as faculty members and students. Students committed to service have sought to recruit more students like them -- for example, by hosting a ceremony for President Youth Service Award winners and taking them on tours of the campus afterwards.
- ♦ Possibly the most evocative examples of this campus-wide orientation to service have occurred at San Luis Obispo and Long Beach.

At Cal Poly, in 1990 the student-run Student Community Services program created its "Faculty Distinguished Service Learning Award," which the *students* present annually to a *faculty member* best exemplifying their service-learning ideal.

And at CSU Long Beach, faculty members in over 100 classes have annually allowed staff members from the campus Human Corps/EPIC Office to take between five and ten minutes of class time to tell students about available service opportunities.

A central source of information

Among the significant achievements of the Human Corps legislation has been the creation on virtually all campuses of centralized clearinghouses of information about volunteer openings. These clearinghouses offer potential volunteers a handy, single authoritative source of information regarding service opportunities at hundreds of agencies and organizations. Humboldt State and other State University campuses used some lottery money to establish such clearinghouses, Berkeley's Cal Corps recruited a graduate student volunteer to create its "Matchmaker" computer software program for this purpose, and the Davis campus used Matchmaker to

create its own clearinghouse. Most campus clearinghouses are now computerized, but CSU Sacramento uses the voice-mail service of its Career and Testing Center to transmit announcements about volunteer opportunities, and CSU Northridge relies on 22 loose-leaf binders and a vertical file cabinet for its students to locate openings in metropolitan Los Angeles agencies.

Available funds

The availability of financial support for service-learning has proven invaluable at campuses that enroll many students from low-income backgrounds. The Berkeley campus of the University of California benefited from its FIPSE-funded Financial Aid Community Service Option, which permitted it to forgive loans of students who undertook community service projects. Yet such financial aid has not been the only effective use of funds in expanding Human Corps participation. Several campuses awarded grants for the development of new service-learning projects. At Cal Poly San Luis Obispo, the Student Community Services program offered competitive awards of \$500 each to students who wanted to create such projects, and Humboldt State offered grants to both students and faculty members for this purpose.

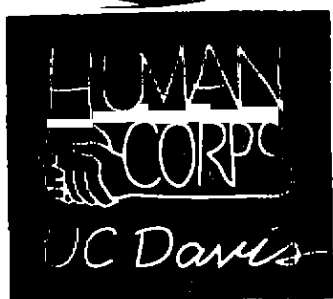
Informal contacts

Display 6 at the right shows the lapel pins and bookmarks that the Davis campus of the University of California uses to establish informal contacts with potential volunteers. Campus volunteer fairs, whereby representatives of community agencies come to campus to meet with potential volunteers, are the most common and most efficient means for bringing agencies and students together in an informal setting. San Francisco State's community service opportunities fair runs for two days each year, putting over 50 agencies in touch with some 3,000 students. All other campus volunteer fairs appear to be one day in length, attracting from 12 to 50 agencies and from 200 to 1,000 students. Such fairs, however, are not the only means of bringing students and agencies together in a relaxed environment. The Santa Cruz campus of the University of California has transported potential volunteers by bus from one agency to another during its tour of service locations.

Public recognition

Finally, campuses recognize the service of student volunteers in a variety of ways - many of them through what might best be called "solitary" events, but others through multiple endeavors. The solitary events are the common once-a-year awards to a single individual or group, which range from plaques to awards of up to \$1,000. The multiple recognitions are less frequent. Among them are profiles of "Students Who Make a Difference" at Humboldt State University published in the local newspaper (Display 7, page 26), advertisements in the Bakersfield campus newspaper acknowledging all the participants in the campus Human Corps program, the 180 awards of appreciation that Dominguez Hills gave to students in 1989-90, and San Diego State University's "Quest for the Best" awards to ten students who have

*DISPLAY 6 Lapel Pin and Bookmark
Used by the Human Corps at the
University of California, Davis*



**THE STUDENT COMMUNITY
SERVICE PROGRAM AT
UC DAVIS**

WHAT IS IT?

A program that serves as a liaison between students wanting to perform community service and the agencies that need assistance

WHY COMMUNITY SERVICE?

Because it is a way to get experience while making a difference in people's lives

WHAT CAN YOU DO?

Community service opportunities range from short-term involvement, such as fundraising, to long-term involvement, such as teaching adults to read, adopting a grandparent, or working in a community health clinic

FOR MORE INFORMATION:

Check the Human Corps Bulletin published every two weeks for new community service listings. Visit or call the Human Corps Office

**UC Davis Human Corps
227 South Hall
752-3813**

excelled in scholastic performance plus service to their peers and the community

Most ingenious of all are notations on transcripts at San Luis Obispo (and potentially at Long Beach) that report students' involvement in service to their community. As an illustration of this significant institutional recognition, as well as a vivid example of how California's public university campuses have implemented their Human Corps, Display 8 on page 27 illustrates these notations

Meeting a challenge

Nine HSU students cited for excellence

ARCATA — Nine Humboldt State University students who have contributed "substantially more than their fair share to the campus and community" were recently honored for their achievements.

During a luncheon acknowledging "Students Who Make a Difference," 51 receive recognition for their accomplishments, including the nine who were given special awards.

Rees Hughes, the university's director for Student Activities and Leadership Development, said, "Mark Twain once said, 'To succeed in life you need two things: ignorance and confidence.' Experiences in life too often teach us of the obstacles to succeeding. These are stories of people who saw challenges and not obstacles. They are really an inspiration."

■ **HAVILYN KERN**, a pre nursing senior from Newport Beach, received the award for Excellence in Off-Campus Community Service. Kern was a major force in establishing the Safe Housing and Resources for Parents house, a shelter for homeless and abused teenaged mothers that opened earlier this year. She has also volunteered time with Family Focus, a Youth Educational Services program that supports teen parents.

"Havilyn is a woman who perseveres relentlessly and creatively," said Joy Hardin, the executive director of YES.

■ **JEFF BERNSTEIN**, a senior in psychology and child development from Covina, was given the Al Elpisan Award for Student Activism, which was established to honor Elpisan, an Associated Students president who died in 1990.

Bernstein has worked tirelessly to educate campus and community members about gay, lesbian and bisexual issues and to increase awareness of HIV/AIDS problems and policies. This year, he helped establish the Campus Advisory Board on Heterosexism.

"Jeff is an inspiration to all who know and work with him," said biology major Bill Hutschmidt. "His empathy and concern come from an innate sense of what is just and what is not."

"Experiences in life too often teach us of the obstacles to succeeding. These are stories of people who saw challenges and not obstacles. They are really an inspiration."

— **Rees Hughes**
HSU representative

■ **ERIN LEWIS**, a liberal studies senior from Pasadena, received the award for Outstanding Contribution to a Campus Club, Program or Organization.

Lewis devoted four years to YES, where she co-directed one community service program and volunteered for a total of four programs, worked as the public relations director and helped restructure the YES Board of Directors.

"Thanks to Erin, YES is better structured to be student led, better known, better able to include single parents, has a better computer system, and is better funded," said YES Executive Director Joy Hardin.

■ **RANDY OMER-SHERMAN**, a senior working to earn a secondary teaching credential in English, received the award for Academic Excellence in the College of Arts and Humanities.

Omer Sherman has maintained a 3.89 grade point average and maintained an active life in the community as well as in the classroom. He has helped edit a publication that promotes the work of local poets, given speeches at a Eureka synagogue and at public events sponsored by the local Green Party and donates time to work at his 5-year old daughter's private school.

English Professor Russ McGaughey said he is "convinced Randy is going to be one of the best Ph.D. candidates we have ever sent out of Humboldt State University."

■ **DEBRA COOK**, a senior

physics major from Costa Mesa, was awarded the Academic Excellence in the College of Natural Resources and Sciences. A 3.98 grade point average and two summer internships have distinguished Cook from her HSU peers.

In 1992, Cook worked as a summer intern at Indiana University, where she assisted in the construction of nuclear particles known as ISIS. The previous summer, she interned at the Stanford Synchrotron Radiation Laboratory.

Department of Physics Chair Richard Stepp said, "Debra's leadership qualities in the physics classroom have directly contributed to the educational experience of her peers here at Humboldt State."

■ **MARIESE HEALY** is the winner of the award for academic excellence in the College of Professional Studies. She is a senior majoring in child development.

Healy, who came to HSU from West Covina, has achieved a 3.97 grade point average while being kept busy as a parent. She also has been an active community volunteer regularly reading to children at the Arcata Library, helping out in classrooms of an Arcata elementary school and serving as a Girl Scout leader.

"Marie has been one of those rare students who actively searched for understanding and integration of ideas in the process of creating her own philosophy," said Nancy Frost, the chair of the Department of Child Development.

■ **DAWN MINER**, former HSU women's basketball star, was honored for Excellence in Intercollegiate Athletics or Club Sports.

■ **PHILIP HUMPHREYS**, a former Humboldt State football player who has also worked as a peer counselor with the Educational Opportunities Program, was honored as the university's Man of the Year.

■ **SUE GRENFELL**, a former member of the women's basketball team and winner of the 1992 Scholar Athlete of the Year Award, was named the HSU Woman of the Year.

DISPLAY 8 Example of Notation of Community Service on a Cal Poly Student Transcript

POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO, CA 93407

-----1993 Spring Quarter-----
 ETWT-0144 M P: WELDING A 2.00 8.00
 MATH-0141 CALCULUS I B 4.00 12.00

Returning Student

	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	20.00	3.333
CPSLO Cum	6.00	10.00	20.00	2.000
Higher Ed	144.00	170.50	398.00	2.334

-----1993 Fall Quarter-----
 MATH-0142 CALCULUS II CR 4.00
 credit/no credit
 SPAN-0101 ELEMENTARY SPANISH C 4.00 8.00

	EHRS	QHRS	QPTS	GPA
Current	8.00	4.00	8.00	2.000
CPSLO Cum	14.00	14.00	28.00	2.000
Higher Ed	152.00	174.50	406.00	2.327

-----1994 Winter Quarter-----
 MATH-0143 CALCULUS III A 4.00 16.00

	EHRS	QHRS	QPTS	GPA
Current	4.00	4.00	16.00	4.000
CPSLO Cum	18.00	18.00	44.00	2.444
Higher Ed	156.00	178.50	422.00	2.364

██████████ HAS CONTRIBUTED 340 HOURS OF VOLUNTARY
 COMMUNITY SERVICE WHILE ENROLLED AT CAL POLY.

-----End of UNDERGRADUATE ACADEMIC RECORD-----

2

Impact of the Human Corps

IN this second part of its evaluation, the Commission presents evidence to support its conclusions regarding the effects of AB 1820. It begins with the issue of student participation in the Human Corps, because of the Legislature's particular interests in two facts -- (1) the percentage of students who participated, and (2) any change in this percentage between 1986-87 and 1991-92.

**The percentage
of students
involved
in community
service**

What percentage of California State University and University of California students participated in the Human Corps over the past half decade? The Commission believes at least 30 percent, based on data from four studies conducted by the two universities in 1986 and 1989.

The universities undertook those studies in preparation for surveying their students in 1991 and 1993 to fulfill their data-gathering obligations under the Human Corps legislation. However, the State failed to provide the funds that it had committed for those later surveys, and, backed by the Commission, the universities postponed plans to conduct them. As a result, it is impossible to know with much accuracy if student participation increased over those years.

The four studies produced four widely different estimates of participation rates -- 5 percent, 18 percent, 32 percent, and 54 percent. For several reasons, the Commission believes that the third of these figures -- 32 percent -- is most reliable. The following paragraphs summarize the four studies and explain why the Commission supports that figure.

*Five percent: The State University's
1986 survey of campus administrators*

To calculate the level of student involvement in community services, the State University surveyed administrators of its 19 campuses in October 1986. Its Provost explained to the presidents that the newly appointed "Task Force on Civic Service Internships" had requested the survey "to determine the nature and extent of student participation in community services internships, clinical placements, work-study and volunteer programs coordinated by the campuses." He asked them to complete a sheet on information about any of these activities, including its title, its nature (an internship or some other type, such as a club activity), the campus entity responsible for it (administrative unit, academic department, or organization), and the numbers of students who applied to participate in it and who actually participated in it during the spring term, 1986.

Fifteen of the 19 campuses returned a total of 437 sheets, 403 of which contained information on student participation (The four other campuses -- Chico, Bakersfield, Sacramento, and San Francisco -- were already participating in their own Project on Public and Community Service and submitted reports from that project) Based on these responses, the Chancellor's Office estimated that 15,164 students had participated in community service programs during 1986 -- representing approximately 5 percent of the State University's total enrollment (The California State University, February 1987, p 3)

The Chancellor's Office indicated that these numbers should be considered approximate "Some campuses included at least some student teaching in their report, while others did not, some included business internships, while others excluded them , one campus apparently included all music performance activities, while others reported only those conducted in settings such as public schools or homes for the aged" (The California State University, February 1987, Attachment D, p 3) Clearly the numbers were conservative They did not include students participating in programs "administered by outside organizations" and not "coordinated by the campuses," such as individual student service And because of the State University's orientation toward internships, as illustrated by the title of the survey itself -- "Community Service Internship and Volunteer Program Questionnaire" -- the responses leaned toward academic programs 62 percent of the participants were interns, and 69 percent of the sponsoring units were academic departments or schools (op cit , p 7)

Much data from the survey was of significant use to the State University and the Commission, but the Commission agrees with the Chancellor's Office that the 5-percent participation rate figure is, at best, minimal

*Thirty-two percent. The State University's
1989 Student Needs and Priorities Survey*

In Spring 1989, the State University included 14 questions about students' community service in its periodic "Student Needs and Priorities Survey" (SNAPS), which it administered that spring to 15,619 undergraduates and graduate students in a stratified sample of classrooms on 18 of its 19 campuses The State University explains in the instructions for SNAPS that responses are confidential and are used only for research purposes in order to improve the educational environment of each campus and make it a better educational institution

In agreement with representatives of the University of California and the California Postsecondary Education Commission, the Chancellor's Office asked these questions, among others

- 33 Did you participate in any community service activities from January 1988 through December 1988? (yes or no)
- 34 Through what TYPE of agency, organization, or business did you perform the community service? (nine categories)

- 35 Did you receive course credit for your community service (e g , internship, fieldwork, practicum, co-op ed)? (if so, subject area)
- 36 Did you receive any money or formal recognition for your community service work? (money, recognition, both, neither)
- 37 What type of financial compensation or recognition did you receive, if any? (salary, grant, both, neither)
- 38 If you received financial compensation, how much money did you receive each month, on average, for your community service work?
- 39 Over how many MONTHS were you involved in community service during 1988?
- 40 How many HOURS PER WEEK, on average, did you devote to community service during those months?

The proportion of respondents who reported performing community service during 1988 was 31.8 percent (The California State University, December 1989, pp 13). This percentage was relatively steady across State University campuses for which the Commission has data (Long Beach, 30 percent, San Diego, 33 percent, and Sonoma, 34 percent), and for this reason, as well as because of the careful methodology that the State University uses to collect its SNAPS data, the Commission believes that 32 percent was a likely indicator of its students' participation as of 1988.

The students who reported participating in community service remembered averaging 9.4 hours of service per week over 6.6 months. Based on these figures, the Chancellor's Office calculated that the average number of hours per year per participant was almost 270, and it reported that "a rough estimate of the total number of community service hours performed by CSU students is in the range of 30 million -- well in excess of legislative service hour goals" (op cit, p 15). Indeed, based on these student reports, the State University exceeded the Legislature's goal by almost three times. The Legislature expected the State University's students to serve a total of only 10.8 million hours -- not the 30.6 million they reported.

The only reliability checks available to the Commission on these reported number of hours are two. Humboldt State's calculation that its "Youth Educational Services" volunteers averaged 117 hours of service in 1990-91 and 84 in 1991-92, and Long Beach's calculation for its "EPIC" volunteers of 201 hours in 1988-89 and 138 in 1989-90. Yet even if the 270-hour average of the SNAPS volunteers was somewhat high, each of them would have had to serve an average of less than 100 hours to achieve the Legislature's goal of 10.8 million hours.

Eighteen percent: The University of California's 1986 survey of campus administrators

In early 1987, the University's Office of the President sent campus chancellors a two-part "Survey of Undergraduate Participation in Public Service Activities" --

one sheet for "Activities That Provide Academic Credit" and the other for "Activities That Do Not Provide Academic Credit." The survey asked campus administrators to identify and describe each activity and then estimate the number of undergraduate participants in it during 1986 -- or else the most recent year for which data were available -- by checking one of five categories: 1 to 10, 11 to 25, 26 to 50, 51 to 75, 76 to 100, and more than 100.

The campus administrators reported a total of 1,338 courses or activities involving community service. In contrast to the State University's tally, most of the programs were non-credit: 972, compared to 366 credit courses. The President's Office estimated from these responses that 20,590 undergraduates had participated in the non-credit projects and that 5,068 had taken the classes, for a total of 25,658 students. This number, if it was an unduplicated count, represented 18 percent of the total undergraduate student body.

As with the State University survey of administrators in 1986, this University survey proved valuable for systemwide planners, but because administrators' estimates of the extent of student participation in community service are consistently lower than students' own reports about their participation, the Commission believes that the 18 percent figure is also low.

*Fifty-four percent: The University of California's
1989 mail survey of undergraduates*

In 1989, the University's Office of the President developed a "Survey of Student Community Service Activities, Winter Quarter/Spring Semester 1989," containing ten questions similar to those asked by the State University, but also allowing each of the University's eight general campuses to add other questions of their own. The campuses then mailed the questionnaires to a total of 10,107 undergraduates. Of the recipients, 2,668 replied, for a university-wide response rate of 26.4 percent. Among the respondents, 53.6 percent reported having performed some community service in 1988, while the remaining 46.4 percent reported not having done so (University of California, December 1989, Attachment 5).

The responses provided both the University and the Commission with much invaluable data -- some of it reported in later pages of this report -- but the evidence of response bias leads the Commission to believe that the 53.6 percent participation rate was high. More of the 10,107 students who responded were members of demographic cohorts that reported above-average levels of participation -- in particular, women and White students -- than of cohorts reporting below-average participation. In other words, more students not involved in community service tossed out the "Survey of *Student Community Service Activities*" [italics added] than did those who were involved. For this reason, the Commission believes that participation among University undergraduates averaged below 50 percent. And because the University surveyed only undergraduates -- despite the Legislature's interest in graduate-student as well as undergraduate participation in the Human Corps -- the Commission hesitates to guess the University's total participation rate.

Nonetheless, because the participants reported devoting an average of 216 hours during 1988 to community service -- over seven times the 30 hours expected by the Legislature, the University would have achieved the Legislature's goal of almost 5 million hours of student service if only 20 percent of its undergraduates and not a single graduate student had served the reported number

**Increases
in participation**

Did the Human Corps legislation increase student involvement in community service? The Commission cannot answer that question with much assurance, since AB 1820 was only one part of a larger social movement affecting student participation in the late 1980s and because no longitudinal data on participation rates appear to exist prior to 1986 -- for example, between 1980 and 1985 -- that would help indicate if a change occurred following passage of the law

Nonetheless, the Commission believes that, as one factor among many on campuses and in American life, the law helped increase participation. The Commission does not base that conclusion on data from the universities' four systemwide studies just discussed -- in particular, the difference between 5 and 32 percent at the State University in 1986 and 1988, or between 18 and 54 percent at the University of California in those years -- because of the irreconcilable differences in the methods of these studies. Instead, it relies for this conclusion on data from the campuses of the State University and of the Berkeley campus of the University that they submitted over a six-year period. These data were not reports from *students* about their own participation but instead observational data from *administrators* about student participation. As a consequence, their numbers are far smaller than those from students.

Display 9 on page 34 summarizes those data for the State University. As can be seen, only two campuses reported these numbers for every year (one of them -- San Marcos -- having opened in 1990), and some appear to have changed their definition of participants from year to year. But overall, Display 9 shows that all campuses except for Cal Poly Pomona and Sonoma State reported increases in the number of their participants between 1987-88 and the last year in which they reported any numbers.

In terms of numbers and percentages, these changes stand out:

- ♦ Bakersfield's number of Human Corps interns grew from 285 in 1987-88 to 331 in 1991-92 -- from 4 percent to 6 percent of its enrollment
- ♦ Chico's volunteer ranks grew from 1,674 in 1987-88 to 1,800 in 1991-92, and its interns in community service grew even more -- from 154 to 1,200 during those years. Its total number of Human Corps members rose from 1,828 to 3,000, or from 12 to 19 percent of the student body
- ♦ Dominguez Hills had only 30 students in Human Corps internships and community service activities in 1987, but gave out 180 certificates of appreciation for them in 1989-90 -- a change from 0.4 percent to 2 percent

DISPLAY 9 *Number of Students Involved in Community Service Activities on California State University Campuses as Reported by Campus Administrators, 1987-88 Through 1991-92*

<u>Campus</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
California State University, Bakersfield*	285	209	316	201	331
California State University, Chico	1,828		2,926	2,800	3,000
California State University, Dominguez Hills	30			180	
California State University, Fresno*	48		72		
California State University, Fullerton*	31		41		
California State University, Hayward*	122		202		
Humboldt State University	162	250	542	749	840
California State University, Long Beach	104	193	282		
California State University, Los Angeles*	432	515	458		
California State University, Northridge*	41		289	59	
California State Polytechnic University, Pomona*	95		54		
California State University, Sacramento*	16		49		
California State University, San Bernardino	151		177		
San Diego State University	87	400	160		
San Francisco State University	348	276	410		700
San Jose State University*	88		193	96	140
California Polytechnic State University, San Luis Obispo	250		72	300	
California State University, San Marcos*	--	--	--	180	435
Sonoma State University*	83		20		
California State University, Stanislaus*	36	34	60		

* Campuses reporting only interns

Note Comparable data are not available for most campuses of the University of California.

Source Progress reports of the California State University

- Humboldt State reported participation of 162 in 1987-88 and 840 in 1991-92 -- from 3 percent to 11 percent of the student body
- San Marcos -- the most field-service oriented of any campus in either university -- admitted its first students (all of them upper-division and many of them re-entry) in 1990, and the percentage who participated in community service rose from a remarkable 33 percent that year to an unprecedented 39 percent in 1991-92
- As noted, only two campuses showed slippage -- Sonoma State from 13 percent in 1987-88 to 03 percent in 1989-90, and Pomona, from 05 to 03

At the University of California, trend data are less available, but the Berkeley campus reported that its Cal Corps placed 600 more students in service positions during 1991-92 than in 1990-91, raising its rate from 1 percent to 5 percent

Obviously, most all campuses had some distance to go if they were to reach 100 percent participation. Even San Marcos admitted that, despite sharing the

Legislature's goal and receiving grants of some \$108,000 from the Corporation for National and Community Service to examine the feasibility of community service as a campus-wide graduation requirement, it could not realistically achieve or require involvement of every student. Yet the overall movement was positive.

Characteristics of participants

Who participated in the Human Corps? Statistically, the modal member was an upper-division undergraduate White woman majoring in education who was actively committed to extracurricular activities -- as the following paragraphs show.

Gender

Both nationally and in California, slightly more women than men participate in student community service. Nationally, as of 1993, 66 percent of women reported participating, compared to 62 percent of men (Levine, in press).^{*} At the State University as of 1988, 36 percent of women participated, compared to 27 percent of men (The California State University, December 1989, p. 13). At the University that same year, among women respondents to its 1989 survey, more participated than did not participate, but the opposite was true for men (adapted from University of California, December 1989, Attachment 5, "1989 Human Corps Survey Data Summary," p. 6).

<u>Gender</u>	<u>University of California Survey Respondents</u>		<u>University of California Undergraduate Enrollment</u>
	<u>Non-Participants</u>	<u>Participants</u>	
Male	43.6%	38%	51.4%
Female	56.4	61.5	48.6

Racial/ethnic background

Nationally, as of 1993, 65 percent of Black students and White students reported participating, compared to 61 percent of Hispanic students and 55 percent Asian. The State University did not report data on students' racial/ethnic background, but in 1989 the University found somewhat the same tendency as Levine did for the nation. The only racial/ethnic group that reported participating in a higher proportion than its representation in the undergraduate student body was White students. The University concluded, "Overall, 28.4 percent of the participants and 32.1 percent of the non-participants are members of ethnic minority groups, compared with 37.8 percent of the general undergraduate population (adapted from op cit, pp. 2, 6).

^{*} Arthur Levine also found from his national stratified sample of 9,100 students, with a response rate of 50 percent, that slightly more Westerners participated than residents of other regions -- 67 percent, compared to 65 percent in the Midwest, 64 percent in the South, and 61 percent in the Northeast, somewhat more university students were involved than students at other types of institution -- 68 percent, compared to 67 percent at baccalaureate-level colleges and 59 percent at community colleges, and considerably more on-campus residents served than did commuting students -- 75 percent, compared to 58 percent.

<u>Ethnicity</u>	<u>University of California Non-Participants</u>	<u>Survey Respondents Participants</u>	<u>University of California Undergraduate Enrollment</u>
American Indian	0.8%	0.6%	0%
Asian	18.2	16.5	19.2
Black	2.3	1.9	4.6
Chicano/Latino	8.0	7.3	9.8
Filipino	2.7	2.1	3.4
White	62.6	65.1	58.9
Other/Decline to State	5.3	6.6	3.2

Age and number of dependents

Nationally, little difference exists between participants and non-participants in their age. As of 1993, 65 percent of those under 25 participated, compared to 63 percent of those 25 and older. In 1989, the University of California found no difference in average age between participant and non-participant respondents -- both averaged 21.7 years old. The State University, however, found that older students participated more -- possibly because they were already established in their communities and active in community affairs. Only 27.7 percent of its students under 20 years of age reported being involved in community service, compared to 29.2 percent of the 20-to-29-year olds and 41.4 percent of the 30-year olds and older.

Only the State University reported the participation rates of students in terms of their number of dependents, but its findings were similar to those for the age of students -- and seemingly counter-intuitive to the expectations of some educators that greater family responsibilities restrict the possibility of civic service. Participation in community projects increased with the number of dependents. Only 30.1 percent of the students participated who had no dependents, compared to 59.0 percent of those with five or more dependents.

Financial need

The State University asked its students about the extent of their financial concerns, and interestingly, these concerns did not appear to affect participation. The percentage of involvement among students who reported that they had extreme concerns about how to pay for their education was the same as those who reported no problems with finances.

Full-time/part-time enrollment

Nationally, 65 percent of the full-time students participated, compared to 59 percent of the part-timers. The reverse was true at the State University -- only 31.0 percent of those who took seven or more units participated, compared to 34.4 percent of those who took six units or fewer.

Extracurricular involvement

The University found a correlation between involvement in community service and

participation in traditional extracurricular activities. Based on data from six campuses (all except Irvine and Santa Barbara), it reported, "students who are involved in extracurricular activities, regardless of the nature of that activity, may be more likely to be participants in community service programs than are those not involved in extracurricular activities" (op cit, p 3). Respondents who did not participate in community service were almost twice as likely to also not participate in extracurricular activities.

The following list shows the involvement in seven different types of extracurricular activity of community service participants and non-participants (adapted from op cit, p 8, Table 5), with the columns adding to more than 100 percent because most respondents gave multiple answers.

University of California Extracurricular Activity	Non-Participants	Participants
Fraternity or sorority member	8.0%	18.7%
Residence hall programs	10.2	14.5
Student government	3.4	7.1
Special interest group	12.7	24.9
Intramural athletics	19.0	24.2
Varsity athletics	4.5	4.4
Other club or association	24.7	32.1
None	43.3	23.1

Belonging to a fraternity, sorority, or special interest group, and participation in student government all clearly distinguished the participant respondents from the non-participants.

Class level

At the State University, the higher the students' class level, the higher their percentage involvement in community service. Only 26.2 percent of lower-division students participated, compared to 30.1 percent of upper-division students and 43.1 percent of graduate and post-baccalaureate students. The trend was generally the same among University undergraduates.

<u>Class Level</u>	University of California Survey Respondents		University of California Undergraduate Enrollment
	<u>Non-Participants</u>	<u>Participants</u>	
Freshman	18.9%	23.6%	29%
Sophomore	22.3	20.4	21.0
Junior	31.1	26.3	25.8
Senior	27.7	29.7	23.6

One reason for this trend is that more internships and field experience courses are offered at the upper-division and graduate levels than at the lower-division level.

Major field of study

As might be expected, participants majored primarily in the social or human services, including education. Display 10 at the top of the next page shows the percentage of 1989 State University students by major who reported being involved

DISPLAY 10 Percentage of Majors Involved in Community Service at the California State University, 1988

Student's Major Field of Study	<u>Percent Involved</u>	Student's Major Field of Study	<u>Percent Involved</u>
Education	47.3%	Mathematics-Science	31.3%
Interdisciplinary Studies	41.0	Fine Arts	27.2
Social-Behavioral Science	37.8	Undeclared	26.0
Professional-Technical	36.6	Business	23.3
Humanities	35.8	Engineering-Computer Science	19.9

Source: The California State University, December 1989, p. 18

in community service. Those majors in the left column participated at an above-average rate, while those in the right-hand column were involved at a below-average rate. That education majors ranked highest is probably not surprising, and the reason that students in various interdisciplinary fields were involved at an even higher rate than those in the social and behavioral sciences or professional and technical fields appears to be that many of them plan to teach elementary school.

At the University, the responses of students in terms of their academic major fell into this pattern, with engineering majors participating at a particularly low rate (adapted from op. cit., Table 2)

Academic Major, University of California	<u>Non-Participants</u>	<u>Participants</u>
Social Sciences	41.3%	42.6%
Natural and Physical Sciences	21.3	24.9
Humanities	15.0	16.2
Undeclared	12.1	11.9
Engineering	10.8	5.1

From the Commission's perspective, both of these lists demonstrate a higher rate of mathematics and hard-science participation than might be expected, because no chemistry or physics departments were mentioned in any of the campus reports from the two systems as offering field-study or internships related to the Human Corps. Display 11 on the opposite page indicates how many departments were noted in those reports, and as can be seen from that display, at least one accounting and one marketing department offered such programs, as did two biology departments -- but no campus reported their physical science department doing so. Based on the campus reports, the Commission believes that one reason that mathematics and physical science majors rated as high as they did in community service is that a number of mathematics majors tutored either other university students on campus or elementary and secondary school students at their schools.

Reasons for and against participating

Both the State University and the University of California asked students in their

DISPLAY 11 Number of Departments in Both Universities Reported as Involved in Community Service

1 Accounting	1 Latin American Studies
1 African-American Studies	2 Leisure Studies
2 Art (including Graphic Arts)	2 Library Studies
2 Arts, Arts and Culture	1 Management
2 Biology	1 Marketing
1 City and Regional Planning	2 Mathematics
5 Communication (including Speech and Communicative Disorders)	1 Mexican American Studies
1 Construction Management	3 Music
3 Counselor Education/Counseling	4 Nursing
3 Criminal Justice/Administrative Justice	1 Parks Management
6 Education/Teacher Education/Special Education	2 Physical Education
3 Engineering	4 Political Science
3 English	7 Psychology (including Educational Psychology and Human Development)
1 Finance	2 Public Administration
1 Food Science/Nutrition	1 Public Health
2 Geography	3 Recreation/Recreation Administration
1 Gerontology	2 Social Science
6 Health Sciences/Health Services/Community Health	4 Social Work
2 History	7 Sociology
1 Human Environment Sciences	2 Theater
2 Human Services	1 Urban Studies
1 Humanities	1 Youth Programs
2 Journalism	
2 Kinesiology	

Source California Postsecondary Education Commission staff analysis of annual progress reports from the California State University and the University of California. (Other departments than these were involved in Human Corps activities, but they were not mentioned in those reports.)

survey to check items on a list of reasons for performing community service, using a five-point scale ranging from "very important" to "not important at all." At both institutions, "beliefs, convictions, or principles" scored highest, personal enjoyment or other personal reasons was second, relevance to career preparation and major course requirements were lower, and financial reward was lowest of all. For example, this is how University of California participants rated the factors, on a scale of importance with 1 being "very important" and 5 being "not important at all" (op cit, Table 6)

Motivating Factor. University of California Students	Index of Importance
Beliefs, convictions, principles	2 1
Personal reasons	2 3
Sense of social responsibility	2 4
Commitment to protecting rights and welfare of others	2 8
Career preparation or advancement	2 8
Course requirement	4 3
Financial reward	4 4

Officials at UCLA asked non-participants to check their reasons for not participating, with these results (op cit, Table 9)

Reason for Not Participating. UCLA	Percent Responding
Needed to concentrate on academic studies	69.1%
Needed to work/employment	52.6
Was involved in other activities	41.3
Was unsure how to become involved	32.6
Lacked support or encouragement to participate	20.9
Not interested	19.1
Problems with transportation	16.1
Problems with parking	7.8
Could not afford costs of participation	7.0
Was "burnt out" from past involvement	4.3
Don't believe community service really helps	0.9
Other	3.9

As can be seen, almost a third of those students checked being "unsure how to become involved," and one fifth checked "lacked support or encouragement to participate" -- leading the Commission to agree with the University on the importance of publicizing ways to become involved as well as providing incentives for participation

Increases in course offerings

How many courses were offered that related to the Human Corps? The answer is a growing number over the late 1980s and into the 1990s. Obviously, campuses offered internship and field experience courses prior to the Human Corps legislation, but their number and type expanded noticeably. For example, the State University calculated that in 1989, it was offering 1,454 such courses for credit -- up 30 percent from 1,115 the year before.

In terms of the number of these courses, by 1991-92, the Hayward campus of the State University was offering 75 courses integrating community service with learning. As of 1987-88, Humboldt State counted 26 courses in 17 departments as offering credit for service-learning, but by 1991-92, credit was available for community service for students in all departments. By 1990-91, Los Angeles offered 143 courses involving service learning, plus a special "Community Service 395" course in 11 departments. By 1991-92, Sacramento was offering 95 internship courses in over 40 departments. At San Bernardino, 45 undergraduate courses had a service requirement, 21 departments offered an internship course, and 29 offered an independent study course in which research on community issues could be done. And San Diego State University reported that a cursory scanning of its catalogue revealed 127 courses with community service components, and that virtually all undergraduate and graduate students in departments such as Communicative Disorders, Health Science, Nursing, Public Health, and Social Work undertook community service as part of their programs.

In terms of special new experiential courses, Bakersfield created Psychology 396, "Community Service" specifically in response to the Human Corps concept. Humboldt State offered two courses in Leadership Studies that emphasized community involvement as leadership preparation. At Long Beach, six of its eight

schools offered a cooperative education-internship course, at San Jose State, enrollment in its new "Community Concepts 157" course rose from 96 to over 300 and expanded from 11 departments to 14, and at San Diego State, two courses -- General Studies 200 and 400 -- offered professional experience and community service-learning for which students could earn up to six units of credit towards their bachelor's degree

Within the University of California, among the most intriguing new courses was "Ethics 1" at Riverside, which not only included four hours of community experience but was required for all of Riverside's students

**Community
agency
involvement**

At the State University, more of the 1988 volunteers reported helping in nonprofit organizations, followed by religious groups and campus organizations, than any other type of agency At the University of California, campus groups were the most popular, followed by nonprofit groups and then -- tying for third place -- religious institutions and elementary and secondary schools Display 12 on page 42 shows these survey results, and Display 13 on pages 42-43 lists examples of these organizations They ranged from the Internal Revenue Service to the San Diego Zoo, from Catholic Charities to public broadcasting stations, and from Adopted Grandparents at Chico to Flying Samaritans at Irvine

In terms of the number of agencies served, the State University's Hayward campus went from serving 89 agencies in 1987-88 to 210 in 1990-91, and San Francisco State went from serving 77 agencies in 1986-87 to 143 by 1988-89, 150 by 1989-90, and 300 by 1991-92

**Opportunities
offered by
agencies**

Instruction was the most common activity among State University volunteers, while fund raising was most common among University of California volunteers, as Display 14 on page 44 shows These two activities were reversed for second place at both institutions The State University found that its graduate and post-baccalaureate volunteers were more likely to perform instructional and counseling tasks, while its undergraduates were most likely to participate in recreation, social work, and fund raising

As examples of some of these categories

Instruction: Within the California State University, Humboldt State students in its "Leadership Education Through Adventure Program" (LEAP) taught back-packing, rock-climbing, and white-water rafting to at-risk students, with insurance liability covered by the local 4-H club Students from the Dominguez Hills, Los Angeles, and Northridge campuses joined others from Los Angeles City College, UCLA, USC, and other institutions as mentors to children in the Los Angeles Unified School District And San Diego State students conducted science experiences and experiments for local school children

Within the University of California, Berkeley's "Young Entrepreneurs at Berkeley" program matches local high school students with Haas School of Business

DISPLAY 12 Type of Organization in Which Human Corps Participants Served, According to 1989 Surveys by the Two Universities

The California State University		University of California	
Type of Organization	Percent of Participants	Type of Organization	Percent of Participants
Nonprofit group	18%	University of California Campus	42%
Religious group	16	Private non-profit organization	28
Campus group	14	Public or private school	23
K-12 school	13	Religious institution	23
Medical care	10	Medical care facility	19
Government agency	8	Individual effort	17
Advocacy group	5	Advocacy group	10
Individual effort	4	Governmental agency	10
A business	3	Private for-profit organization	7
Other college or university	2	College or university other than UC	5
Preschool	2	Public or private pre-school	3
Other	7	Other	10

Source The California State University Adapted from December 1989, p. 13, Figure 5 University of California Adapted from December 1989, Attachment 5, Table 7, p. 12

DISPLAY 13 Examples of Organizations in Which Students of the Universities Participated

Nonprofit, Religious, and Other Community Groups

Adolescent Treatment Institute Fullerton
 Alviso Health Center San Jose
 American Cancer Society Irvine, San Bernardino,
 San Diego State University
 American Diabetes Association San Bernardino
 American Heart Association Irvine, San Bernardino
 American Lung Association Fresno
 American Red Cross Fresno
 Association for Retarded Citizens Chico, Long Beach
 Association of Catholic Student Councils Long Beach
 Bay Area Women Against Rape Hayward
 Big Brothers/Big Sisters Berkeley, Santa Barbara
 Boy Scouts Stanislaus
 Boys Club Fullerton, San Bernardino
 Butte Environmental Council Chico
 California Association for the Physically Handicapped
 Fresno
 California Institute of Rural Studies Fresno
 California Literacy Campaign San Luis Obispo
 Casa Ramona San Bernardino
 Catholic Charities Fresno
 Center of Achievement for the Physically Disabled
 Northridge
 Central California Blood Bank Fresno
 Central Valley AIDS Team Fresno
 Children's Home Society Pomona
 Children's Hospital Long Beach
 Children's Museum Long Beach

Civic Theater San Jose, Stanislaus
 Community Hospitals of Central California Fresno
 Davis Community Housing Organization Davis
 Epilepsy Foundation of Northern California Fresno
 Family Services Fresno, Long Beach, San Bernardino
 Food Banks Fullerton, San Diego State
 Fresno Rescue Mission Fresno
 Fresno Tomorrow Fresno
 Friendship Center for the Blind Fresno
 Gay United Services Fresno
 Golden Valley Girl Scout Council Fresno
 Hospice Association San Bernardino
 Hunger Action Center Berkeley
 Inland Counties Hypertension Control Council San
 Bernardino
 International Rescue Committee Fullerton
 Jewish Family Service and Shelter Hayward
 KVPT-T (Channel 18) Fresno
 March of Dimes San Bernardino
 National Hispanic Scholarship Fund Fresno
 National Multiple Sclerosis Society Fresno
 New Beginnings (rehabilitation) Stanislaus
 Rape Crisis Center San Bernardino
 Refugee Forum of Orange County Fullerton
 Riverside General Hospital San Bernardino
 Sacramento AIDS Foundation Sacramento
 San Bernardino County Museum San Bernardino
 Saint Hope Academy Sacramento
 Salvation Army Sacramento

(continued)

DISPLAY 13 (continued)

San Diego Zoo San Diego State
Santa Barbara Therapeutic Riding Academy Santa Barbara
Senior Citizens Center Fullerton, Long Beach
Shelter Against Violent Environment (SAVE) Hayward
Si, Se Puede ("It Can Be Done") San Jose
Society for the Prevention of Cruelty to Animals
Bakersfield, San Francisco
Sonoma County Foundation Sonoma
Special Olympics Fullerton
Suicide Prevention Hayward
Tenderloin Child Care Center Berkeley
Transit Services for Handicapped Fresno
Twelve-Step Mini-House (Rehabilitation of women
alcoholics) UCLA
United Way Bakersfield, Riverside, Stanislaus
Valley Children's Hospital Fresno
Volunteer Bureau Fresno
Volunteer Income Tax Assistance (VITA) Bakersfield,
Pomona, San Bernardino
Women's Refuge Hayward
YMCA Fresno, San Bernardino
YWCA Teen Parent Program Sacramento
Yolo Coalition Against Hunger Davis

Government Agencies

Air Traffic Control Fresno
Assembly Member's Office Fresno
California Conservation Corps, San Luis Obispo
California State Department of Justice Fresno
California State Department of the Youth Authority Fresno
California State Office of Historic Preservation Sonoma
City Development Department Fresno
City Manager's Office Bakersfield
City Parks and Zoo Fresno
Congress Member's Office Fresno
County Administrative Office Fullerton
County Board of Supervisors Bakersfield
County Fair Housing Division Bakersfield
County Health Department Chico, Fresno, San Luis Obispo
County Planning Division Fresno, Pomona
County Department of Social Services San Luis Obispo,
Riverside
District Attorney's Office San Francisco
Economic Opportunity Commission San Luis Obispo
Fire Department Bakersfield
Hazardous Materials Division, County Environmental
Resources Office Stanislaus
Hoopa Indian Reservation Humboldt
Human Relations Department Fresno

Internal Revenue Service (VITA Program) Bakersfield,
Pomona, San Bernardino
Juvenile Detention Hayward
Library Chico, Hayward
Library Literacy Program Fresno
MacLaren Hall CSU Los Angeles
Municipal Court Chico, Hayward
Napa State Hospital Berkeley
Parks and Recreation Department Hayward, Riverside
Police Department Bakersfield
Probation Department Dominguez Hills, Fresno, Hayward, Sa
Bernardino
Public Works Department Fresno
San Joaquin River Commission Fresno
Sheriff's Department San Francisco
Sonoma State Hospital Chico
Turlock Arts Commission Stanislaus
U S Bureau of Land Management Sonoma
Yountville Veterans Home

Campus Groups

Adopted Grandparents Chico
Cal Aggie Christian Association House Davis
Cal Poly Counseling Clinic San Luis Obispo
Campus Ministry San Jose
Center for Reading Improvement San Francisco
Chicanos for Creative Medicine Irvine
Children's Center Sacramento
Community Legal Information Center Chico
Counseling Office Hayward
Drug Prevention Education Program Sacramento
Educational Support Programs for Women Chico
Flying Samaritans Irvine
Latin Jazz Festival Fresno
Leadership Education through Adventure Program (LEAP)
Humboldt
Mentoring Program Hayward
"Movement Unlimited" (disabled childrens' camp) Chico
Recycling Center Humboldt, Sacramento
Safe Rides Program Sacramento
Services to Students with Disabilities Sacramento
Students Against Multiple Sclerosis Santa Barbara
Students Honestly Opening Up Together (SHOUT)
UCLA in four high schools
Students Taking Active Responsibility (STAR)
(assistance to school teachers) Irvine
Taking Education and Children to Heart (TEACH)
(teaching mathematics and science) Irvine
Talk Line (campus peer counseling) Riverside
Tree Project UCLA
Tutoring Program Hayward

Source California Postsecondary Education Commission staff analysis of annual progress reports from the two universities. Many other agencies were served, but these are among those named by the campuses in their reports.

DISPLAY 14 Type of Activities Performed by Human Corps Participants

The California State University		University of California	
Type of Activity	Percent of Participants	Type of Activity	Percent of Participants
Instruction/tutoring	17%	Fund raising	35%
Fund raising	12	Instruction/tutoring	29
Counseling	10	Recreation activities	26
Recreation	10	Community/public relations	25
Administrative/clerical	9	Counseling/advising	22
Public relations	8	Clerical	18
Medical assistance/Health education	6	Manual labor	18
Manual labor	5	Social work	16
Fine arts	4	Medical care/health education	13
Social work	4	Political advocacy	13
Political advocacy	2	Fine arts	10
Technical assistance	2	Administrative	9
Computer operations/programming	1	Computer operations/programming	7
Grant writing	0 2	Technical assistance	6
Other	9	Consulting	5
		Grant writing	2
		Other	10

Source The California State University December 1989, p 19, Figure 6 University of California December 1989, Attachment 5, Table 8, p 13

MBA students who act as role models and provide business planning guidance, particularly during a two-week summer workshop on entrepreneurship Irvine students have created two programs to aid classroom teachers in the Compton and Santa Ana public schools Riverside's "Student Alliance for Youth" is a "special buddy" program that provides mentoring services to students in a local elementary school And children of migrant farm workers attending the University's Santa Barbara campus have tutored and counselled local high school students from such families

Counseling California State University students at Bakersfield, Pomona, and San Bernardino offered income tax assistance to low-income and elderly individuals through the Volunteer Income Tax Assistance (VITA) program of the Internal Revenue Service Chico students produced a series of videotapes advising individuals charged with felonies, misdemeanors, and infractions about the rights prior to arraignment before the Chico Municipal Court San Diego State University students translated and interpreted for Spanish-speaking people seeking legal assistance and international business transactions, and San Diego State political science majors provided dispute resolution services

Within the University of California, UCLA students developed SHOUT (Students Honestly Opening Up Together) for lesbian, gay, and bisexual youth in four metropolitan region high schools And both the San Diego and Santa Cruz campuses of the University developed "Best Buddies" chapters to match students with developmentally disabled people

Recreation· Humboldt State students organized “New Games” to supervise play activities during recess at Arcata schools to assist the classroom teachers, Northridge interns helped more than 400 physically disabled adults a year increase their independence, productivity, and self worth, and San Bernardino students offered geriatric recreation to nursing home residents. At the University of California, Riverside, fraternities hold a “Sunshine and Snowflakes Day” for handicapped children by trucking in snow and helping the children play in it.

Administration/clerical· Chico students worked as receptionists, secretaries, and clerks in a variety of agencies, Humboldt State students developed a park management plan for the county, Sonoma State students undertook market research and evaluations for local arts and cultural organizations, and Stanislaus students helped Red Cross office staff organize their computer system and undertook research for the Hazardous Materials Division of the Stanislaus County Environmental Resources Office.

Manual labor· Twelve Bakersfield students spent their spring break rebuilding a home on the Navajo Indian Reservation, San Diego State University and University of California, San Diego, students built homes in Tijuana and elsewhere in Mexico through Habitat for Humanity, UC Berkeley’s Alumni Association “Cal in the Community” program brings together alumni and students for community projects such as school cleanup days, sorority and fraternity members at UC Irvine declared “War on Trash” with rakes, booms, and trash bags, in response to the University’s inability to maintain campus grounds amid State budget cuts, and UC Riverside students developed “Graffiti Removal” in cooperation with Riverside’s Parks and Recreation Department.

Medical assistance/health education. A Bakersfield student analyzed bubonic plague data, monitored the rodent population, and conducted surveillance of potential sites for plague infestation, Chico nursing students offered a head and spinal chord injury prevention program at four area high schools, Fresno students joined the Central Valley AIDS Team as buddies to HIV patients, taking them to doctors’s appointments and running errands for them, San Jose State students helped with community health education on prenatal care, AIDS, and breast cancer to low-income families, and UC Berkeley’s student-initiated “Suitcase Clinic” helps meet the health-care needs of homeless and other underserved people in the community.

Fine arts· Dominguez Hills students developed a special performance of *A Midsummer Night’s Dream* for the hearing impaired, Fullerton’s Kaleidoscope Players won the Saturn Motor Car Company’s 1992 National Outstanding Teamwork Award for writing *Say No, Max* -- a play about peer pressure and drugs -- and performing it at 70 Orange County elementary schools, and San Diego State University’s Music Department gave opera workshops and performed scenes from operas in public and private schools.

- ♦ You can donate blood at a community blood bank as often as allowed -- typically five times a year -- and spend an hour during each of those visits for a total of five hours over the whole year, and you will still have an average of over four minutes a day left for other good works

Nonetheless, the idea of requiring California's university students to devote an average of five minutes a day to public service raised concerns throughout the academic community

- ♦ Additional demands on students' time would jeopardize their graduation
- ♦ Undergraduates might be forced to enroll for more than five years to earn a degree
- ♦ Diversity would be impaired, since prospective students from low-income families could not afford the "luxury" of volunteering and would be discouraged from applying for admission
- ♦ The communities in which campuses were located could not absorb thousands of young people into their ongoing social service programs
- ♦ Lawsuits by citizens against incompetent student volunteers would consume institutional budgets
- ♦ Academic autonomy would be imperiled, since faculty senates would never approve service learning as a graduation requirement

As a result, the Legislature directed the California Postsecondary Education Commission to evaluate the impact of the Human Corps as a voluntary program and to determine if a mandatory program of service should be instituted if the law did not achieve a substantial increase in student participation

In Part One of this report, the Commission told how the Human Corps developed, and in Part Two it presented evidence about the impact of the law. Here, the Commission summarizes its findings and offers its conclusions from its evaluation

- Conclusions**
- 1 The Commission believes that the Legislature was not unreasonable in hoping that California's university students would devote an average of five minutes a day to community improvement. The Commission joins the Legislature in believing that all California college and university students -- if not all faculty members, administrators, and staff -- could well do so
 - 2 Despite Governor Deukmejian's veto of any funding for the Human Corps, AB 1820 had a beneficial impact on California's public universities
 - ♦ For those campuses already actively committed to community service, it clearly helped them expand their programs. At campuses with dormant programs, it encouraged their revitalization. And at other campuses, it nudged policy makers into showing more concern about service-learning, if

action is likely to level off after the turn of the century and begin slipping to its next nadir about the year 2010. By then, the Legislature would be well advised to revisit the State's need for a Human Corps of university students and to try once again, as in 1986, to encourage the application of students' rationality to the conduct of life.

Appendix Assembly Bill 1820 (1987)

Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987 Filed with
Secretary of State September 27, 1987.]

I am deleting the \$240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps. Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate \$70,000 to the University of California and \$170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

opportunities for student participation in community life through public service in organized programs.

(4). To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty,

and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those

funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

- (a) Recognition programs.
- (b) Fellowships.
- (c) Awareness programs.
- (d) Periodic conferences for students and community organizations.
- (e) Transportation costs.
- (f) Matching grants.
- (g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

- (a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).
- (b) The number of students who volunteered, or received pay or academic credit for service.
- (c) An inventory of the types of community agencies which participated and the types of opportunities they provided.
- (d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.
- (e) The number of courses related to Human Corps programs.
- (f) The number of staff and sources of funding provided to the Human Corps on each campus.
- (g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.
- (h) The number of community colleges which participated in the Human Corps.
- (i) A survey of community colleges for continuation of the Human Corps including a survey to determine whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99108. The sum of seventy thousand dollars (\$70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars (\$170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987-88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
Guillermo Rodriguez, Jr., San Francisco, *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Jeffrey I. Marston, San Diego
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
Frank R. Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are
Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

GOOD WORKS: THE IMPACT OF THE HUMAN CORPS ON CALIFORNIA'S PUBLIC UNIVERSITIES

Commission Report 94-2



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 93-18 *Appropriations in the 1993-94 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (September 1993)
- 93-19 *Commission Activities and Concerns of the Past Decade: A Retrospective of Issues Confronting California Higher Education Between 1983 and 1993* (September 1993)
- 93-20 *Library and Information Services Education in California: A Report to the Intersegmental Program Review Council from the Staff of the California Postsecondary Education Commission* (October 1993)
- 93-21 *Who Will Take Responsibility for the Future of California Higher Education? A Statement by Clark Kerr to the California Postsecondary Education Commission, October 25, 1993* (October 1993)
- 93-22 *Creating a Campus for the Twenty-First Century • The California State University and Fort Ord* (October 1993)
- 93-23 *Restabilizing Higher Education: Moderating the Impact on California's College Students and the State's Future from Cutting State Support for Higher Education by \$1.4 Billion Over the Past Three Years: Report of the Executive Director of the California Postsecondary Education Commission, December 1993* (December 1993)
- 93-24 *The State of the State's Educational Enterprise: An Overview of California's Diverse Student Population* (December 1993)
- 94-1 *Legislative and State Budget Priorities of the Commission, 1994: A Report of the California Postsecondary Education Commission* (January 1994)
- 94-2 *Good Works: The Impact of the Human Corps on California's Public Universities: An Evaluation for the Legislature of the Effects of Assembly Bill 1820 (Chapter 1245, Statutes of 1987)* (April 1994)
- 94-3 *A Western Compact: A Report on California's Continued Membership in the Western Interstate Commission for Higher Education (WICHE)* (April 1994)
- 94-4 *Faculty Salaries in California's Public Universities, 1994-95: A Report to the Legislature and the Governor in Response to Senate Concurrent Resolution No. 51 (1965)* (April 1994)
- 94-5 *Progress on Regional Academic Planning: A Staff Report to the Commission in Response to the First in a Series of Joint Reports on Regional Academic Planning by California's Public Systems of Higher Education* (April 1994)
- 94-6 *Progress on College and University Assessments of Campus Climate: A Staff Report to the California Postsecondary Education Commission* (April 1994)
- 94-7 *Will the "Three Strikes" of (1) Escalating Prison Costs, (2) An Inflexible State Budget, and (3) Frozen State Revenues Strike Down Your Children's College Chances? A Message to Every Californian from Warren Halsey Fox, Executive Director, California Postsecondary Education Commission* (April 1994)